



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

**STUDY PROGRAM
OF
THE PRIMARY EDUCATION
DEPARTMENT**

Academic Year 2022-2023

**FLORINA,
October, 2022**

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The new Course Guide for the 2020-2021 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

1. THE UNIVERSITY OF WESTERN MACEDONIA

The University

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 autonomous University with the Law 4316 (FEK 270/24.12.2014, p. 121). Following this, elections for the position of Rector were declared and Professor Tournlidakis 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. The School of Social Sciences and Humanities

The School of Social Sciences and Humanities was founded in 2019 and succeeded the Pedagogical School of the University of Western Macedonia. It is located in Florina and consists of the Pedagogical Departments of Primary Education and the Department of Early Childhood Education, the Department of Psychology and the Department of Communication and Digital Media in Kastoria. No sectors have been established in these Departments. The Pedagogical Department of Primary Education was established by Presidential Decree 544/1989 and began operating as a branch of the Aristotle University of Thessaloniki (AUTH) from the academic year 1990-91. The Pedagogical Preschool of Florina and at the same time the Pedagogical School of Florina were established by Presidential Decree 99/1993. The School of Social Sciences and Humanities was established by Law 4610/2019 (Government Gazette 70 / A / 07.05.2019).

3. The Department of Primary Education-Florina

Establishment and mission

According to article 2 of P.D. 544/1989, article 5 of P.D. 99/1993 and in the context of the mission of the University (article 1 of Law 1268/1982), the mission of the Department of Primary Education is:

- To develop and promote the Sciences of Education with academic and applied teaching and research.
- To provide its graduates with the necessary theoretical and applied training for their scientific and professional career and development.
- To contribute to the raising of the level of education and to meet pedagogical needs
- To contribute to the confrontation and solution of pedagogical issues
- To address the need for continuing and lifelong education.

The Department grants a degree, which provides its holder with the opportunity to be appointed as an educator in Primary Schools. The electronic address of the Department of Primary Education of the University of Western Macedonia is: <https://eled.uowm.gr/>

4. Administrative Bodies of the School of Social Sciences and Humanities and the Department of Primary Education

General Assembly of the School of Social Sciences and Humanities

The General Assembly of the School consists of the members of the General Assemblies of the Department of Primary Education, the Department of Pedagogy Digital Media.

Secretariat: Electra Fry-Argyropoulou

General Assembly of the Department of Primary Education

Head: Associate Professor Thoidis Ioannis

Deputy Chairman: Professor Nikolantonakis Konstantinos

Members:

1. Faculty members

Andreou Andreas, Professor
Griva Eleni, Professor
Iliadou - Tachou Sofia, Professor
Iordanides George, Professor
Lemonidis Charalambos, Professor
Nikolantonakis Konstantinos, Professor
Pnevmatikos Dimitrios, Professor
Spyrtou Anna, Professor

Thoidis Ioannis, Associate Professor
Kamaroudis Stavros, Associate Professor
Sakellariou Angeliki, Associate Professor
Kasvikis Konstantinos, Associate Professor

Giaouri Stergiani, Assistant Professor
Papanikolaou Anastasios, Assistant Professor
Retali Anna Carolina, Assistant Professor
Tzifopoulos Menelaos, Assistant Professor

Emeritus Professors

Demetriadou Ekaterini
†Bessas Dimitrios
Chatziefraimides ft. Irineos

2. Laboratory Teaching Staff (EDIP Members)

Andreopoulou Athanasia
Bounovas Ioannis
Kaskamanidis Ioannis
Mavropalias Tryfonas
Vaitsakis Athanasios
Vasiou Ekaterini

3. Academic Staff of the School

Staff of the Department of Primary Education

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

Academic Staff

Professors

Andreou Andreas

History and Culture in Education

Scientific and research interests: Ancient and Byzantine History. History and Ancient Greek Art. History and School History. Local History-Research and its teaching. School History Textbooks. Museum Education

tel. +30 23850 55009-10, e-mail: aandreou@uowm.gr

Griva Eleni

Applied Linguistics, Bilingualism and teaching a second/ foreign language

Scientific and research interests: Modern teaching methods of the second/ foreign language, Teaching Greek as a second/ foreign language Bilingualism, Bilingual development, , Language Learning Strategies and Intercultural Communication strategies, Evaluation and assessment in language learning

tel. 2385055025, e-mail: egriva@uowm.gr

Iliadou-Tahou Sophia

New Hellenic History and History of Education

Scientific and research interests: History of the education of the modern Greek State and the education of the unredeemed Hellenism and the Hellenism of the Diaspora, educational policy of the modern Greek state, teacher training, Balkan education, local historyresearch.

tel. +30 23850 55013, e-mail: siliadou@uowm.gr

Iordanidis Georgios

Organization and Management of Education

Scientific and research interests: Organization and management of education, organization and operation of school units, management of a school unit, educational evaluation with emphasis on teaching staff evaluation, education and economic development, school climate.

tel. 2385055062, e-mail: giordanidis@uowm.gr

Lemonidis Charalampos

Teaching Mathematics

Scientific and research interests: Teaching and learning the first mathematical concepts in primary school. Teacher training. Use of new technologies in teaching mathematics. Teaching geometry.
tel. +30 23850 55021, e-mail: xlemon@uowm.gr

Nikolantonakis Konstantinos

Mathematics in Primary Education

Scientific and research interests: Teaching arithmetic and geometry. A historical approach in the teaching of Mathematics. A historical approach in the teaching of Science and Technology. Education of Mathematics. Teacher training.

tel. 2385055066, e-mail: knikolantonakis@uowm.gr

Pnevmatikos Dimitrios

Developmental Psychology

Scientific and research interests: The development of the child and the adolescent. Issues of application of psychology in education. Executive functions. The conceptual change. Moral and Emotional development. Motivation in education.

tel. + 30 23850 55035, e-mail: dpnevmat@uowm.gr

Spyrtou Anna

Physics and its Teaching

Scientific and research interests: Physics, Teaching of Physics, Teaching Design, Educational Knowledge of Content in Sciences.

tel. 2385055041, e-mail: aspirtou@uowm.gr

Associate Professors

Kamaroudis Stavros

Modern Greek Language and its Teaching

Scientific and research interests: Greek as a mother tongue, second and foreign language. Multilingualism and multiculturalism. Francophonie.

tel. +30 23850 55025, e-mail: akamarou@uowm.gr

Kasvikis Konstantinos

History and Culture Education

Scientific and research interests: Teaching History, Museum pedagogy, Archaeological education, Public Archeology and Policies of the Past.

tel. +30 23850 55026, e-mail: kkasvikis@uowm.gr

Sakellariou Angeliki

Applied linguistics in education

Scientific and research interests: Language teaching, grammar, vocabulary, textbooks, critical literacy, electronic text bodies. Also, in general, the investigation of the way in which the findings of the theoretical study of language can be related to its teaching.

Tel. 23850 - 55012, e-mail: asakellariou@uowm.gr

Thoidis Ioannis

Social Pedagogy

Scientific and research interests: Leisure, Childhood, Lifelong learning, All-day school, Community education.

tel. +30 23850 55033, e-mail: ithoidis@uowm.gr

Assistant Professors

Giaouri Stergiani

School Psychology

Scientific and research interests: School and Educational Psychology, School Counseling, Systemic and Family Psychotherapy Education, Psychology and Psychology Education

tel. 2385055110, e-mail: sgiaouri@uowm.gr

Retali Anna Karolina

Research Methodology in Educational Sciences

Scientific and research interests: Design and conduct of research in Educational Sciences, Analysis of data in Educational Sciences, International Studies, International students

tel. 2385055169, e-mail: kretali@uowm.gr

Tzifopoulos Menelaos

Pedagogy and applications in primary education

Scientific and research interests: Pedagogy, Teacher Training, Digital Technologies in Education, Practice. Tel. 2385055024, e-mail: mtzifopoulos@uowm.gr

Adjunct Academic Staff

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

Winter Semester 2022-23

1. Intercultural education
2. Orthodoxy and culture in education
3. Pedagogical content knowledge for sciences
4. Design, implementation and evaluation of educational activities technology and science
5. Local History: research and teaching practice
6. Organization and Direction of Children's Choir and Orchestra
7. English
8. Didactics of mathematics
9. Educational Software
10. Modern Greek Poetry – Children's Poetry and its Teaching
11. Development of the concept of a number
12. Didactics of Religious Studies
13. Didactics of Music

Spring Semester 2021-22

1. The concepts of physics and their representations
2. Open Investigative Learning Environments in Sciences
3. Didactics of Music
4. Teaching of Religious Studies
5. Micro-teaching and Practical Training
6. Public History: uses and abuses of the past
7. Pervasive interfaces at school
8. English
9. Didactics of Literature
10. Economics of education
11. Philosophy of education and training
12. History: Antiquity & Byzantium

Teaching Staff from the Department of Early Childhood Education

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

The following courses are taught by EDIP members of the Department of Early Childhood Education:

- ✓ Teaching of Arts (N.Tamoutselis)
- ✓ Production of Educational Material (Pedagogical Materials and Media) (N.Tamoutselis)

Special Scientific and Teaching Staff

Semoglou Kleoniki

Physical Education

tel. +30 23850 55050, e-mail: ksemoglou@uowm.gr

Special Technical Staff

Semertzidis Georgios

tel. +30 23850 55059

Iliadou Martha

tel. +30 23850 55000

Administrative Staff-Secretariat

Argyropoulou - Fray Electra

Secretary tel. 23850 55004

Charalampidou Athina

Student Affairs tel: 2385055005

Evangelou Despina

Student Affairs tel: 2385055002

Mavrou Stefanos

Postgraduate studies tel: 2385055111

Sachinidis Vassilios

Administrative Affairs tel: 2385055001 Evangelou Despina (Auxiliary staff)

Technical – Assistant Staff

Foteinos Ioannis tel. +30 23850 55055

Library Staff

Gogou Ekaterini, librarian, Administrative Staff tel: 2385055054

Tsiligaridou Ioanna, Administrative Staff tel: 2385055054

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.

Scientists holding a doctorate degree gaining academic teaching experience

The General Assembly of the Department of Primary Education based on current legislation took the decision to assign courses with independent teaching, covering the teaching needs of the Department. The assigned courses concern "elective courses" / "optional courses", "compulsory elective courses" / "optional compulsory courses", "seminar courses" and under certain conditions "core courses" / "compulsory courses".

4. Department Committees

Evaluation Committee (OMEA)

Konstantinos Nikolatonakis (Chairman)
Giaouri Stergiani
Konstantinos Kasvikis
Papanikolaou Anastasios
Retali Anna - Carolina
Vasiou Ekaterini

Academic Issues And Curricula Reform Committee

Thoidis Ioannis, Head of the Department
Retali Anna - Carolina
Kasvikis Konstantinos
Pnevmatikos Dimitrios
Papanikolaou Anastasios
Vasiou Ekaterini
Psallidas Efthimios, student representative

Course Catalogue Writing Committee

Thoidis Ioannis, Associate Professor
Papanikolaou Anastasios, Assistant Professor
Tzifopoulos Menelaos, Assistant Professor
Bounovas Ioannis, E.D.I.P.
Papatriyon Maria, Student

Postgraduate Studies Committee

Kasvikis Konstantinos (Director)
Griva Eleni
Thoidis Ioannis
Papanikolaou Anastasios
Tzifopoulos Menelaos

Students Issues Committee

Giaouri Stergiani
Retali Carolina Anna

Erasmus Committee

Kamaroudis Stavros
Papanikolaou Anastasios
Tosounidis Antonios

School Practice Committee

Thoidis Ioannis
Kssvikis Konstantinos
Tzifopoulos Menelaos

Committee for students with special educational needs

Giaouri Stergiani
Mavropalias Tryphonas
Pnevmatikos Dimitrios

Research Committee

Giaouri Stergiani
Konstantinos Kasvikis
Retalii Anna-Carolina

Cultural and social bodies liaison committee

Andreou Andreas
Iliadou-Tahou Sofia
Stavros Kamaroudis
Bounovas Ioannis

5. Facilities, Laboratories and Libraries

Florina School of Education is sheltered in new constructed and refurnished 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, in order to serve its needs, the School of Social Sciences and Humanities in Florina has the following spaces: Amphitheater A', Amphitheater B - with a capacity of 300 and 150 people respectively - and 21 classrooms. One of them was named "Theodoros Kastanos Hall", in honor of the prominent educator who served as deputy director of the School in Florina from 1929 to 1932, while another is named after the educator Emmanuel G. Sarris, the 1951 director until 1956. Also, for the modern needs of teaching and research of the subjects taught in the School of Education, the following are also in operation:

- ✓ Laboratory of Local History
- ✓ Laboratory of Teaching Mathematics and ICTS
- ✓ Laboratory of Education in Sciences
- ✓ Sustainability and Production of Educational Material Room
- ✓ Art Laboratory

- ✓ Music Laboratory
- ✓ Library
- ✓ Archive of the Pedagogical Academy

6. The Experimental Primary School of Florina

General-Infrastructure

The Experimental Primary School of Florina is the only Experimental School in the whole region of Western Macedonia. It is a six-grade school and has evolved from the 2nd Experimental Primary School. It has six classes and employs 12 teachers, of which seven are teachers, one is a computer science teacher, one is an English language teacher, one is a French language teacher, one is a German language teacher and one is a Physical Education teacher. It is co-located with the 7th Kindergarten of Florina in a newly built two-storey building and has six classrooms, a computer lab, a music room, two group rooms, a physics room, a library, a multipurpose room, a teachers' office and an assistant canteen.

Purpose of Experimental Schools

According to 3966/2011 Law (Government Gazette 118 A / 24-5-2011): "Institutional framework of the Standard Experimental Schools, Establishment of an Institute of Educational Policy, Organization of the Institute of Computer Technology and Publications "DIOFANTOS" as replaced by 4327/2015 law (Government Gazette 50 A / 14-5-2015) "Urgent measures for Primary, Secondary and Tertiary Education and other provisions ", the Experimental schools are schools that belong to all levels of education, where new curricula and timetables, teaching tools, textbooks and other educational materials, teaching methods, ways of administration and operation of the school unit are tested. These pilot applications are designed by the Ministry of Culture, Education and Religions, after the opinion of the I.E.P., of the Universities or of the research centers related to education, as well as by D.E.P.P.S. or the schools themselves, with the aim of drawing conclusions that can be used for educational policy-making. In particular, the purpose of the operation of the experimental schools is:

- The provision of public and free high quality education for all, which contributes to the comprehensive, harmonious and balanced development of students.
- The promotion of educational research in practice, in collaboration with the respective Schools and Departments of the A.E.I., in the teaching of the individual cognitive subjects, in the psycho-pedagogical field, as well as in the organization, management and evaluation of relations at the level of the school unit.
- The training of pregraduate students of the Education Departments and Departments of Faculties of Science and Philosophy, as well as postgraduate students in the sciences of education, in collaboration with the respective Faculties and Departments, as well as the professional development of teachers of the wider educational community, in cooperation with A.E.I. and I.E.P., the support of the goal of creativity and innovation, by creating groups, in which students from all schools of public education can participate, and the promotion and education of students with special learning abilities and talents, but also the support of students with learning difficulties.
- The pilot implementation of the following:
 - curricula, curricula and teaching methods
 - educational materials of any kind

- innovative teaching practices
- innovative and creative actions
- quality assessment programs of school units and new models of school management and operation.

7. Connection with the University

The Experimental Primary School of Florina both today and in the past, when operating as the 2nd Experimental School, has always had close cooperation with the School of Social Sciences and Humanities (former Florina School of Education), especially in the field of student practice. With the new institutional regime, this cooperation was expanded and formalized with a cooperation agreement signed by the Head of EP.ES. of the school and the head of the Department of Primary Education of Florina. The two sides have agreed to cooperate in the following areas:

- A. the student practice of the Department students,
- B. the professional development of the teachers,
- C. the field research at the school level,
- D. the support of the Excellence Clubs that operate in the school.

This agreement specifies, in a special annex, the obligations of both parties and the role of the teachers and instructors serving in them. In short, within the obligations of the School and beyond the cooperation in the field of the three-phase student practice, a key component of the cooperation is the participation in research educational programs implemented by the Department, offering teachers and infrastructure. For this purpose, the EP.E.S. accepts requests at the beginning of each academic year regarding research programs, which describe the feasibility of the proposed act, the objectives of the research, the content of the research proposal, the stakeholders, the implementation methodology, the deliverables, and the research implementation schedule, as well as decides on their implementation. Also, with the consent of the Principal of the School and the teacher of the class, parts of research work related to students or teaching staff can be implemented, such as completing questionnaires, conducting interviews, etc. Respectively, the Department assists in the implementation of programs related to professional development issues of its teaching staff, as well as in the organization of workshops and workshops for teachers and parents, in every possible way and mainly with the participation of faculty members, also issuing relevant certificates. In addition, it assists in the operation of Excellence Clubs by providing teaching staff or students, as well as infrastructure, where needed. However, the cooperation with the University of Western Macedonia is not limited to the Department of Primary Education, but extends to other departments, such as the Department of Preschool Education and the Department of Fine Arts, with which there is collaboration both in the areas of extended student practice of their students and in the joint organization of actions and training activities.

8. Partner Primary Schools for Students' Training

For the training of students, UOWM is in collaboration 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)

Meliti Primary School (8 classes)

Ammohori Primary School (7 classes)

Ano Kalliniki Primary School (6 classes)

Ano Kleines Primary School (6 classes)

Armenohori Primary School (6 classes)

Vevi Primary School (6 classes)

Itea Primary School (6 classes)

Kato Idrousa Primary School (6 classes)

Kelli Primary School (6 classes)

Sitaria Primary School (5 classes)

Perasma Primary School (4 classes)

9. DEPARTMENT OF PRIMARY EDUCATION UNDERGRADUATE PROGRAM OF STUDIES

Qualifications Awarded from the Department of Primary Education

Degree

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

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.

Postgraduate Studies

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 an 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. for candidates who 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.

10. The Study Programme Configuration

The General Assembly of the Department is responsible for the configuration of the programme of studies. The Head of the Department forms a Program of Studies Committee with an annual term consisting of members of the General Assembly of the Department. The Committee submits a relevant proposal to the General Assembly, after previously gathering the comments and proposals of the competent bodies. Modifications are discussed every April. The decision of the General Assembly of the Department regarding the Programme of Studies is notified to the Dean and is published in the Study Guide of the School and the Department (article 24, paragraphs 6 and 7 of Law 1268/82). The configuration of the Undergraduate Program of the Department of Primary Education, i.e. the selection of subjects, the determination of the ratio of the various categories of courses and their content, as well as the position of the student practice, were based on the following principles:

- a. The scientific training of the graduates of the Department of Primary Education should enable them to critically confront their pedagogical and teaching work and education in general, to follow the developments of the Education Sciences, but also to conduct independent research in order to promote the production of new pedagogical and teaching knowledge (**teacher, scientist and researcher**).
- b. The training (theoretical and practical) of the graduates - candidate teachers should be such as to enable them to carry out their pedagogical and teaching work with responsibility and efficiency (**teacher as a professional**).

In order for the student to become a teacher-researcher and a professional, he/ she should:

- have understood the basic concepts and theories of the Education Sciences and have become familiar with their methodology (**pedagogical training**),
- have acquired the necessary theoretical knowledge from sciences included in the Curriculum of the primary school, but also have been introduced in the methodology of these sciences (**training in special sciences**),
- have acquired pedagogical and teaching knowledge and skills during his studies (**practical training**).

c. The practical training in the primary school, where systematic education and teaching takes place, greatly contributes to the practical training (pedagogical and teaching) and the preparation of the candidate teachers. Practice through direct and personal school experience helps students to transform their teaching and pedagogical knowledge into a variety of alternative manipulations during the course. However, it also contributes to the documentation, promotion and expansion of their theoretical knowledge, as it acquires that both meaning and content are tested in practice. This dynamic

relationship between theory and practice, university and school, studies and profession is reflected in the student practice, which is an internationally integral and important part of their pedagogical training. This project, supported by the course of Teaching Methodology and integrated organically in the Programme of Studies of the Department of Primary Education, is undertaken by the Teaching Methodology and Practical Exercise (DI.ME.PA) (combination of theory and practice); its systematic implementation, assessment and adaptation to the current data of the educational reality helps the future teacher to respond in a flexible manner to the requirements of the educational process.

d. The existence of a large number of no 6th classes schools in our country, but mainly the psychological needs of the school-aged children for safety and stability, require education that enables the teacher to teach all the subjects of the Primary School Curriculum (**multi-faceted teacher**). At the same time, today's "societies of knowledge and technology" require the teacher to be able to respond to a new, complex role in a fluid and ever-changing world; leaps and bounds in all areas of science, the pluralism of values and the multiculturalism of societies, the democratic way of political organization and life, as well as the constant rearrangements of the productive process and the labor market in a globalized economy necessitate changes both in the purpose of teacher education and in the ways of providing and processing knowledge. In an effort to meet this need and taking into account the diversity in students' inclinations and interests, the Programme of Studies offers - to the best of its ability - a series of elective courses.

11. The Structure of the Study Programme

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

The programme of studies of the 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. Two numbers correspond to each semester; 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.

12. European Credit Transfer and Accreditation System in the European Union

General Description

The **European Credit Transfer and Accreditation System (ECTS)** is a system for granting and transferring academic credits which was piloted and implemented under the Institutional Convention. Its purpose is to strengthen and facilitate academic recognition processes between Europe's partner institutions through the use of real and generally applicable mechanisms. The E.C.T.S. provides a code of good practice for organizing academic recognition by enhancing the transparency of programmes of studies and student achievement.

Recognition of studies and degrees is a precondition for the establishment of an open European space for education and training, in which students and teachers will be able to move freely. That is why the European Credit Transfer System has been set up throughout the European Union. The external evaluation of the E.C.T.S. demonstrated the dynamics of the

system and the European Commission decided to include it in its proposal for the SOCRATES Program, in particular in Chapter I on Higher Education (ERASMUS). Today, the E.C.T.S. from the limited pilot phase is evolving to a much wider use, as an element of the European dimension in Higher Education.

E.C.T.S. constitutes a tool that creates transparency and aims to connect the Institutions and to expand the options available to students. This system facilitates the Institutions to recognize the level of academic knowledge of the students through the use of commonly used measurement methods - units and grades - while at the same time providing the means for the interpretation of the National Higher Education Systems.

Key Features

E.C.T.S. is based on three main elements: **information** (on student programmes of studies and academic results), **mutual agreement** (between Partner Institutions and students) and the use of E.C.T.S. (showing the student workload). These 3 basic elements become functional through the use of three basic documents: the Information Guide, the Application / Academic Agreement form and the Study Certificate. Above all, the E.C.T.S. becomes operational by students, teaching staff and Institutions. By its very nature, the E.C.T.S. **does not regulate in any way the content or the structure or the equivalence of the study programs**. These issues concern quality and must be defined by the Higher Education Institutions themselves, in order to create a satisfactory basis for cooperation agreements, at bilateral or multilateral level. As a code of good practice, the E.C.T.S. provides these contributors with the tools to create transparency and facilitate academic recognition of studies. **Full academic recognition of studies is a prerequisite for student mobility under the SOCRATES / ERASMUS Program**. Full academic recognition of studies means that a period of study abroad (including examinations or other forms of assessment) replaces a comparable period of study at the University of the student's country (including examinations or other forms of assessment), although the content of the approved study program may be different. The use of the E.C.T.S. is voluntary and is based on mutual trust and certainty regarding the academic performance of the partner Institutions. The selection of the partners of each Foundation is made by the Foundation itself.

Transparency

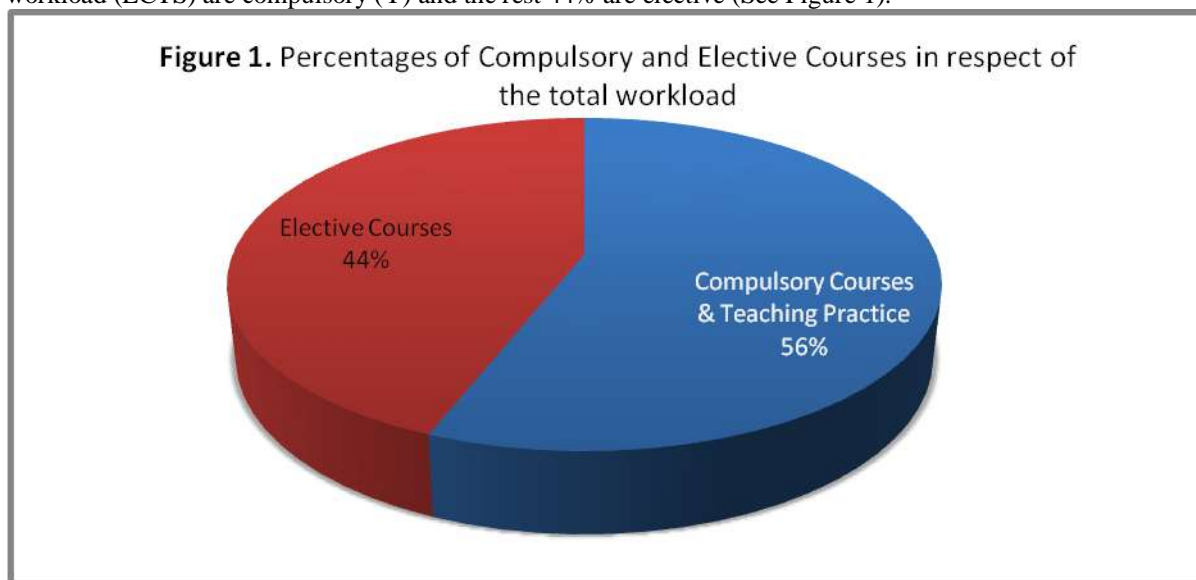
The basic principles on which E.C.T.S. is based and which ensure transparency require:

- The academic units should be distributed in the courses, so that they correspond to the required workload of the student for their completion. This number reflects the amount of work required for each course, i.e. deliveries, assignments, seminars, tutoring, workplace work, personal study - in the library or at home - and exams or other assessment activities. The E.C.T.S. therefore it is based **on the full workload of the student** and is not limited to attendance hours. In the E.C.T.S. 60 credits represent the workload of an academic year, while 30 credits represent a semester and 20 credits a quarter.
- Universities present a full range of courses offered to study visitors with written information to the students and the teaching staff of the Institutions, Departments or Faculties, regarding the organization and the structure of the studies and the modules of the courses, clearly indicating the academic units that correspond to each course (Information Guide E.C.T.S.).
- A formal learning agreement is signed between the home University, the host University and the student prior to the student's departure abroad, outlining the programme of studies and the E.C.T.S. which will be granted for its satisfactory completion; it will also bind the Institutions of origin and reception, as well as the student. This agreement is accompanied by a grade certificate showing the student's previous academic performance.
- the Host University should issue to the students - for all the courses they successfully attended abroad - an official grade certificate with the course titles and the credits corresponding to each one.
- The University of Origin should issue a certificate of recognition of academic credits received by the students from the partner institutions for the courses attended there, so that the credits of the courses received by the students abroad replace the credits that would be awarded by the University in an equivalent period of study. Good

communication and flexibility are also required in order to facilitate the academic recognition of studies that have been completed or partially completed abroad. In this regard, the coordinators of the E.C.T.S. have an important role, because they mainly deal with the academic and administrative issues of the E.C.T.S. The full range of Departments using E.C.T.S. should be available in principle to mobile students, including courses for a doctorate. Students should be able to attend regular courses - and not courses designed specifically for them - and should not be exempted from the obligation of the Destination Institution to obtain a degree. **E.C.T.S. ensure that the program entails a reasonable workload for the period of study abroad**

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 ($8 \times 30 \text{ ECTS} = 240 \text{ ECTS}$). 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 ($18 \times 4 = 72 \text{ ECTS}$) 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 ($2 \times 5 = 10 \text{ ECTS}$).

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

Mandatory

Mandatory (Y) are the courses that all students of the Department are required to attend and in which all of them are required to be examined. In case of failure in a compulsory course, there is no possibility of replacing it with another one. The aim of the compulsory courses is to introduce the student to the specific Sciences of Education and their methodology and to provide common basic training to all students of the Department. As shown in Figure 3, approximately 40% of the Compulsory Courses relate to Education Sciences and Basic Pedagogical Training (37% for the current academic year).

The rest of the Compulsory Courses are equally divided in the Humanities and their teaching (30%, 33% in the current academic year) and in Sciences and their teaching (30%, 30% in the current academic year). The teaching of these courses is done mainly in the form of lectures. Some of them, such as e.g. Physics, Physical Education, Arts Education, as well as Music Teaching are combined with exercises (laboratory, tutoring, practices). Most Compulsory Courses are offered - according to the Curriculum - mainly in the first four semesters; their number is gradually decreasing in the next four semesters. Compulsory courses are independent and do not require other courses. Exceptions are the Teaching Courses of the primary school (2nd phase of Teaching Methodology and Student Practice), which require the respective Compulsory Courses of the Special Sciences category. These courses are offered in the first two years, because the Teaching of the primary school courses starts in the fourth semester.

Optional compulsory courses

Elective Compulsory (YE) are the courses that are classified into three major categories and are offered for the students to choose, with the obligation that this choice corresponds to six of its courses of each category (total: 18 courses). The categories are: a) Educational Sciences, b) Humanities and their Teaching and c) Sciences and their Teaching. If the specific courses are selected by the student in the manner mentioned above, they **are now considered Compulsory** and none can be replaced by another Optional Compulsory course. An exception may apply if a particular course is no longer offered, in which case it should be replaced by another course in the same category.

The Elective Compulsory (YE) courses aim at **deepening** into individual topics and problems regarding the specific field of science and at the same time at the initiation and familiarization of the student with the **research process**. For this reason they are mainly in the form of a seminar or laboratory. As part of such a course, students undertake the elaboration of written assignments and presentations or small individual surveys, individual or collective, which are done either individually or in the context of teachers' research activities. Each Elective Compulsory course can be selected by a maximum of **30 students**; this number may increase if the course is selected as a Free Elective course by students of the Department or other Departments or if in the courses offered in each category the required number of seats is not filled.

In the first three semesters of study it is not possible to participate in Elective Compulsory courses, because the program of these semesters is covered by Compulsory Courses. This opportunity is given for the first time in the 3rd semester. Moreover, many of these courses require a successful examination in the corresponding Compulsory courses. In case of failure in the examinations of an Elective Compulsory course, the student who had chosen it is obliged to attend it again in the next semester, if offered. Only if this course is not offered can it be replaced by another Optional Compulsory course of the same course group.

Free Elective Courses (EE)

The Undergraduate Program provides eighteen credits ($6 \times 3 = 18\text{PM}$) or 24 ($6 \times 4 = 24\text{ECTS}$) for Free Elective courses. The student has the opportunity to complete his program with courses that meet his personal interests in addition to the commitments arising from the two previous categories of courses (Compulsory and Elective Compulsory, including the courses of the Student Practice- phase B). These courses can be selected from the offered Elective courses of the Department or from courses of another Department of the University or even other Schools of the country and abroad through the ERASMUS program. Also, in order to give students the opportunity to choose a course from the Elective Compulsory courses which they could not choose due to the limited number of students who can attend it, a small number of students (not more than five students per course) may choose one of the Elective Compulsory courses of the Department as a Free Elective course. Each of these courses should in no case have a workload of less than 4 ECTS credits, in order to correspond to a Free Elective course for obtaining a degree. It is pointed out that the student is not obliged to cover the eighteen credits with optional courses from other Departments, but that this is an additional opportunity given to him/ her, as he/ she can also choose courses from the Optional Compulsory courses offered.

The Free Elective courses can be chosen by a maximum of 150 students; this number can be increased, if the course is chosen as a Free Elective course by students of the Department or other Departments or if the courses offered in each category can not cover the required number of seats. The position of the Free Elective course can also be covered by the Thesis which corresponds to three Free Elective courses or 12 ECTS.

Thesis (P.E.)

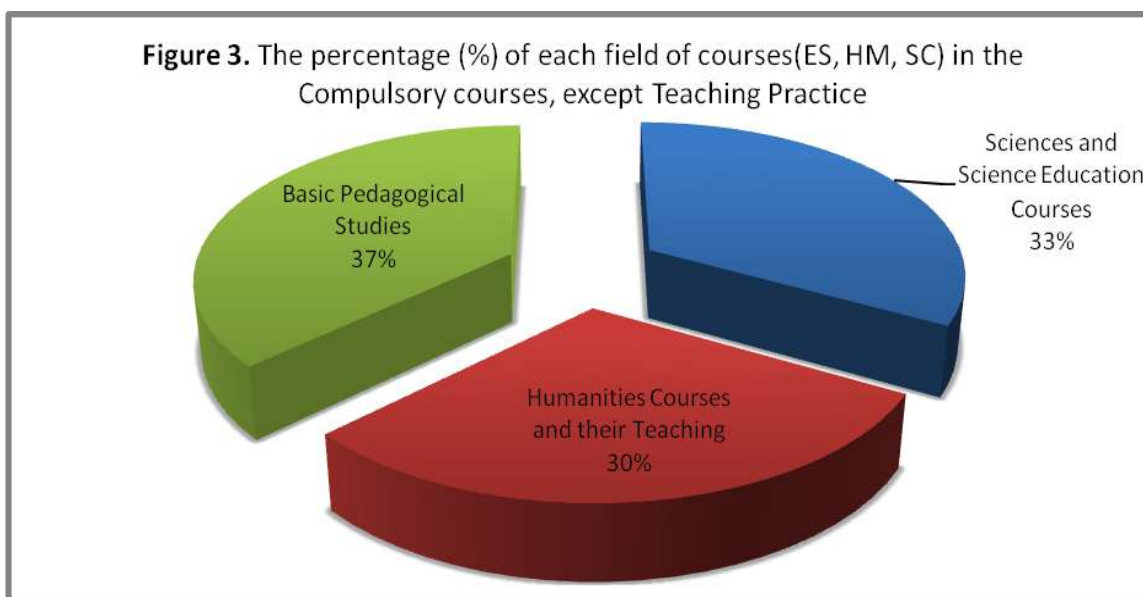
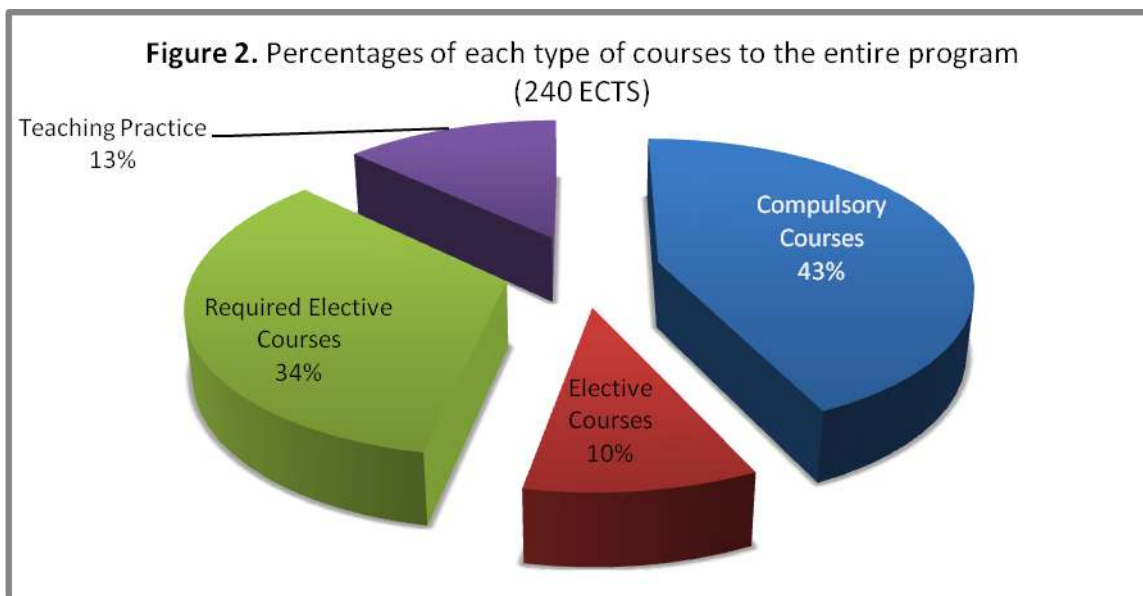
The student has the opportunity to prepare a thesis under the supervision and guidance of members of the Teaching and Research Staff (faculty members) of the Department. The procedure followed is the following:

1. During the month **December** of each academic year, the teachers propose the topics or topics that they offer for the elaboration of dissertations by students of the Department of Primary Education during the next academic year. Each instructor may not undertake more than five dissertations per year.
2. During the month **January** of the same academic year, the General Assembly approves and announces the topics or the topics of the diplomas that will be offered during the next academic year. Interested students (who are already in the 6th semester of their studies) after consultation with the professors choose the topic or the topics for their dissertations, as defined by them, and in **May** they submit a relevant application to the Secretariat of the Department.
3. During the month **June** of the same academic year, the General Assembly of the Department approves the final formulation of the issues and appoints a second grader. Thesis can in no case be assigned beyond the time limit of the June General Assembly. After the completion of the above process, during the spring (8th) semester students correspond to their thesis with two Free Elective courses. The dissertation is delivered being typed in three copies, one of which is submitted to the School Library together with the digital form of the thesis by **May 20th of each year**, in order to be graded during the June exam. **In case of delivery after this date and until September 15th, the grade of the thesis will be announced within the exam period of September.**

The thesis is graded in terms of its progress according to the schedule during the 7th semester by the supervising professor and the grade is submitted at the Secretariat. This grade is independent of the grade that the final work will be evaluated with at the end of the 8th semester. At the end of the 8th semester the dissertation is graded by the supervisor and by the second grader and then the grade point average is calculated, which is rounded to the nearest whole unit.

For details on the structure and requirements of the dissertation, the student should consult the Brief Scientific Technology Guide, which is posted on the Department's website. The dissertation is credited with nine credits (9 credits) or twelve (12) ECTS credits, which correspond to 3 Free Elective courses (from the 8th semester) and are included with them for obtaining the degree.

The thesis together with the Free courses of the Option may not exceed a total of twenty-four ECTS credits (24 ECTS).



Student Practice

The students' practice in primary school is always combined with Teaching Methodology. The program of Teaching Methodology and Student Practice (DI.ME.PA.) aims mainly at the basic teaching training (theoretical and practical) of the student. It consists of three separate phases with related objectives, contents and way of organization. It starts in the third semester and ends in the eighth semester.

The **first phase (Phase A)** aims at introducing the student to the theory and practice of school and teaching, with relevant theoretical lessons at the School and systematic observation at school.

The **second phase (Phase B)** aims at the theoretical training of the student in the teaching of the primary school courses and at the development, on the part of the student, of skills of planning, conducting and evaluating the teaching of these courses.

The **third phase (Phase C)** aims to introduce the student to the normal, daily pace of work and life at school. The student is responsible for the pedagogical and teaching work for one week in a 6-classes school and another week in a school operating with less classes.

The individual courses of Teaching Methodology and Practice for the courses of Greek Language, Mathematics, Physics and History are included in the category of Compulsory courses, while among the five courses of Environmental Studies, Religious Education, Arts, Music and Physical Education the student must choose two. The other three can be selected as Free Choice courses.

All phases of the student practice have a laboratory position. In this sense: a). Students are not allowed to participate in the next phase without having completed the previous one. b) They are not allowed to participate in the 2nd or 3rd Phase (nor to choose Elective Compulsory courses) without having successfully met the prerequisite courses that correspond to it (see the contents of the courses below). c). There is no repeat exam period in September. d) Students who do not fulfill their obligations are required to repeat the specific phase of the student practice during the semester in which it is offered. More information about the student practice and how it is conducted can be found in its detailed presentation on the following pages.

Extended Student Practice

Since October 2010, the implementation of the Extended Student Practice of the Department of Primary Education (<http://www.eled.uowm.gr/>) of the Florina School of Education of the University of Western Macedonia is in progress, being included in the Education and Lifelong Learning Operational Program co-financed by the European Social Fund and National Resources (Priority Axis 2 "Upgrading of initial vocational training and vocational training systems and linking education to the labor market"). The Act was dictated by the need to equip future teachers with qualifications and skills that will enable them to face a complex and ever-changing reality, something that is expected to result from their collaboration with scientists, professors and tools of other specialties.

With the general purpose of expanding, upgrading and improving the existing student practice of the Department, and given the need to find opportunities to expand the scientific interests and employment opportunities of tomorrow's teachers, the individual objectives pursued through the Extended Student Practice are the following:

- a) the facilitation and support of the professional orientation of the future teachers in new professional and scientific directions;
- b) the strengthening of the Programme of Studies through the education and training of the students in new subjects and new workplaces;
- c) the connection of the Department with extracurricular institutions and consequently the strengthening of its role at the scientific, social and business level;
- d) the connection of the University of Western Macedonia with certified employment agencies through the use of the possibilities of modern information and communication technologies.

Based on the classification of the host institutions of the students into two major categories, the planning for the development of the Extended Student Practice follows two guidelines, on which the individual actions of its implementation are integrated. In this way, the extension of the existing Student Practice of the Department is formed as follows:

- Horizontal extension of the student practice to host institutions that do not belong to the public school: Museums, Libraries, Research Centers, Environmental Organizations, Educational Development Companies, Child Employment, Camps, Newspapers with children's inserts, Children's theaters etc.
- Vertical expansion of the student practice through its extension either to innovative institutions and activities of the public school (Special schools, All-Day Schools, Schools with Flexible Zone Programs, Gypsy Schools,

Reception Classes, etc.) or within institutions that operate in the field of institutionalized or non-formal education (Laboratories of University Departments, "Tutoring" of Cultural Associations for the Greek Language, etc.).

The host institutions of the students are included in specific thematic fields: Archival research, History and Local History, Museum Education - Cultural Heritage Management - Aesthetic Education, Book, Literature and Language, Counseling in Childhood - Education, Special Education Technology and Continuing Education, Applications of Mathematics in Society and the Environment, Applications of Statistics in Education, Applications of Sciences in the Management of the Natural and Structured Environment, Extracurricular Learning and Recreation: Informal and Non-Formal Forms Learning. These fields are formed in relation to the specialties of the faculty members of the Department of Primary Education. Twenty faculty members coordinate the cooperation of the host institutions with the University and supervise the observance of the planning and the implementation of evaluation procedures regarding the effectiveness of the Program.

In total, more than 100 bodies (services, companies, organizations, associations, clubs, libraries, institutions, organizations, companies, museums, clubs, etc.) of the public and private sector, suitable for the training of students in new subjects and work spaces, by accepting the invitation of expression of interest by the Department of Primary Education, cooperate in the framework of the funded Extended Student Practice from 01/10/2010. Students offer a project, which is defined each time by the institutions themselves, according to their identified needs. The employed students are insured (IKA) and are paid for their work by this Program, without the institutions having any financial obligation towards them.

In the context of the design of Extended Student Practice collaboration is sought with the Employment and Career Structure (DASTA, <http://dasta.uowm.gr/> of the University of Western Macedonia) in order to find suitable student practice positions for groups of students with disabilities, as well as for students coming from vulnerable social groups. In addition, emphasis is placed on undertaking specific activities for the appropriate information, preparation, support and empowerment of specific groups of individuals.

A system of evaluation and assessment of the program is employed by all stakeholders. Evaluation tools are questionnaires, journals, thematic coordinators' reports, and final reports on the implementation of the actions.

The academic level of the faculty members, the level of performance of the students, the infrastructure of the Department, as well as the mechanisms that control and evaluate the actions developed on a permanent basis are guarantees for the quality of the implemented actions within the Extended Internship.

The development of the Extended Internship at the Department results in the cooperation of working bodies with the University, the diffusion of knowledge through alternative forms of education and training, as well as the diffusion of research results. In this way it contributes to tackling socio-economic problems and the development of Western Macedonia, which is one of the least developed regions of Greece, and in fact with very high unemployment rates.

Since 2013, within the program for the Extended Student Practice of the University of Western Macedonia, the Department of Primary Education, like all the Departments of the Institution, is registered in the Central Support System of the Student Practice "Atlas" (<http://atlas.grnet.gr>). Atlas is a central internet service, which connects the student practice providers with all the Academic Institutions of the territory, creating a unified database of student practice positions which are available for selection in the Institutions. At the same time, it offers comprehensive information on issues related to the labor market and the first steps of students in it.

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		
or	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 they 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)		
Y	YE/EE	Y	YE/EE	Y	YE/EE	Y	YE/EE	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 school teachers are detached to the Department of Primary Education and they have the following codes:

ΕΑΓ: English Language

ΕΓΓ: French Language

ΕΡΓ: German Language

ΦΠ: Introductory Lessons to Computers and Informatics

ΣΠΒ: First-aid seminars (When possible)

13. Compulsory courses

Catalogue of Compulsory Courses

Courses from the Field of Educational Sciences (ES)

Basic Pedagogical Education		ECTS
Y 101 Methodology of Teaching	Adjunct Staff	4
Y 102 Special Education and Learning Difficulties	Mavropalias T.	4
Y 105 Developmental Psychology	Pnevmatikos D.	4
Y 107 History of the Modern Greek Education and Educational Policy	Iliadou-Tachou S.	4
Y 111 Sociology of Education	Adjunct Staff	4
Y 112 Administration, Management and Assessment in Education	Adjunct Staff	5
Y 113 Pedagogy	Tzifopoulos M.	5
Y 114 Educational Interaction and Social Relationships in the Classroom	Thoidis I.	4
Y 117 School Psychology	Giaouri S.	4
Y 119 Intercultural Education	Adjunct Staff	4
Total		42

CCourses in Specific Areas (Humanities and Sciences)

**Education In Subject-Matters Related to Various Topics Taught in
Primary School** **ECTS**

Courses from Humanities and their Teaching

Y 202 Teaching Greek as a Second/ Foreign Language	Griva E.	4
Y 203 Modern Greek Grammar	Sakellariou A.	4
Y 204 Modern Greek History	Iliadou- Tachou S.	4
Y 207 Greek Children's and Adolescent Literature	Adjunct Staff	4
Y 208 History: Antiquity and Byzantium	Andreou A.	4
Y 209 Orthodoxy and Culture in Education	Adjunct Staff	4
Y 212 Special Topics in History Teaching	Kasvikis K.	4
Y 213 Special Topics in Language Teaching	Kamaroudis S.	4
Total		32

Courses from Sciences and Science Education

Y 301 Special Issues in Mathematics Education	Lemonidis Ch.	4
Y 303 Concepts of Physics and Students' Ideas	Adjunct Staff	5
Y304 Environmental Education-Education For Sustainable Development	Papanikolaou A.	5
Y 305 ICT in Education	Adjunct Staff	5
Y 306 Methodology of Educational Research	Retali A.K.	5
Y 308 Elements of Arithmetic and Set Theory for Primary School	Nikolantonaki s K.	4
Total		28

14.Required Elective Courses

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	Tzifopoulos M.	4
YE 133	Pedagogy of Leisure Time	Thoidis I.	4
YE 134	Administration and function of school unit	Iordanidis G.	4
YE 135	History of Education	Iliadou-Tahou S.	4
YE 136	Conceptual Change and Learning	Pnevmatikos D.	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	Andeopoulou A.	4
YE 154	Organizational Behaviour in Educational Organizations	Iordanidis G.	4
YE 155	Differentiated Instruction in Mixed Classes	Adjunct Staff	4
YE 159	Comparative Education	Adjunct Staff	4
YE 162	Educational Policy	Iliadou-Tahou S.	4
YE 163	Writing a Research Paper	Adjunct Staff	4
YE 164	Socio-pedagogical approaches in Primary School	Thoidis I.	4
YE 165	Motivation in Education	Giaouri S.	4
YE 166	Educational Assessment	Iordanidis G.	4

YE 167	Classroom Management	Vssiou A.	4
YE 171	Micro Teaching and teaching practice	Adjunct Staff	
YE 173	Speech and Speaking Problems	Andreopoulou A.	4
YE 174	Introduction to Hearing Impairment and Deafness	Andreopoulou A.	4
YE 175	Emotional and Behavioral Disorders	Mavropalias T.	4
YE 178	School Counseling: Prevention and intervention in family and school	Giaouri S.	4
YE 179	Psychoeducational assessment of learning and adjustment difficulties	Giaouri S.	4
YE 180	Emotion in the pedagogical process	Vasiou A.	4
YE 138	School Pedagogy: Theory of School	Tzifopoulos M.	4

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	Akritopoulos A.	4
YE 240	Measurement and Evaluation of Perceptual-Motor Abilities and Skills	Semoglou K.	4
YE 243	Didactics of Literature	Akritopoulos A.	4
YE 244	Prose Literature for Children and Adolescents and its Didactics	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	Griva E.	4

	Education		
YE 258	Alternative Methods of Assessing Language Skills	Griva E.	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 sources	Andreou A.	4
YE 262	Alternative Approaches in History Teaching	Kasvikis K.	4
YE 272	Philosophy of Education	Adjunct Staff	4
YE 273	Citizenship Education	Bunovas I.	4

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	Production of Educational Material for Mathematics Education Using ICT	Lemonidis Ch. (on leave)	4
YE 332	Epistemology	Nikolantonakis K.	4
YE 367	Educational Research: Quantitative Data Analysis	Retali A. K.	4
YE 335	Design and Development of Educational Software	Adjunct Staff	4
YE 342	Applied Educational Research	Retali A. K.	4
YE 337	History of Mathematics and Mathematics Education	Nikolantonakis K.	4

YE 338	Pedagogical Knowledge of Content in Science Education	Spyrtou A.	
YE 349	Implementation of Sustainability Projects in Primary School	Papanikoalou A.	4
YE 350	Open Inquiry Learning Environments in Science Education	Adjunct Staff	4
YE 351	Educational Software	Adjunct Staff	4
YE 353	Elements of Geometry and Problem Solving	Nikolantonakis K.	4
YE 354	Developing the Number Concept	Christou K.	4
YE 356	Learning Difficulties in Mathematics Education	Lemonidis Ch. (on leave)	4
YE 357	Ubiquitous Computing in School	Adjunct Staff	4
YE 363	Development of teaching scenarios for STEAM utilizing educational robotics	Adjunct Staff	4
YE 359	Development of Digital Teaching Material and ICT teaching scenarios	Bratitsis Th.	4
YE 365	Economics of Education	Adjunct Staff	4
YE 366	Educational Research: Introduction to data analysis	Retali A.K.	
YE 369	Digital literacy in Primary School: examples and applications	Tzifopoulos M.	4
YE 355	Designing, implementation and evaluation of educational practices in technoscientific settings	Adjunct Staff	4
YE 361	Educational Robotics	Adjunct Staff	4

15. Elective Courses

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 505	History of Books	Papageorgiou E.	4
EE 533	Information Literacy-Scientific and Technical Terms Writing	Vaitsakis A.	4
EE 163	Writing a Research Paper	Adjunct Staff	4
EE 115	Diffentiating Teaching	Adjunct Staff	4
EE 251	Organizing a school choir and orchestra	Adjunct Staff	4
EE 334	Health Education	Tosounidis A.	4

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 526	Cultural Elements of Olympic Games in the 4 th Century A.D.	Adjunct Staff	4
EE 504	Book Arts	Papageorgiou E.	4
EE5..	Reading and introducing books in primary education	Papageorgiou E.	4
EE 530	Extended Teaching Practice	Nikolantonakis K.	4
EE 531	Critical thinking in educational practice	Adjunct Staff	4
EE 532	Practices of free/leisure-time pedagogy in out of school athletics	Tosounidis A.	4
EE5,,	Basic Library functions	Vaitsakis A.	4
EE5...	Improving Oral and Written Speech	Kamaroudis S.	4
EE 171	Microteaching and Teaching Practice	Adjunct Staff	4

16. Teaching Methodology and Practice

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

List of Required Elective Courses from the Field of Teaching Methodology and Teaching Practice

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 Staff	ECTS
YE 431	Teaching of the Study of the Environment	Papanikolaou A.	5
YE 432	Teaching of the Religious Education	Adjunct Staff	5
YE 433	Teaching Arts	Tamoutselis N.	5
YE 434	Teaching of Music	Adjunct Staff	5
YE 435	Teaching Physical Education	Semoglou K.	5

17. Distribution of Courses for the Students Who Entered at the Department of Primary Education at the 2016-2017 Academic Year

1st SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 105	Developmental Psychology	Pnevmatikos D.	4
Y 113	Pedagogy	Tzifopoulos M.	5
Y 114	Educational Interaction and Social Relationships in Classroom	Thoidis I.	4
Y 308	Elements of Arithmetic and Set Theory for Primary School	Nikolantonakis K.	4
Y 204	Modern Greek History	Iliadou – Tahou S.	4
Y 209	Orthodoxy and Culture in Education	Adjunct Staff	4
Y 306	Methodology of Educational Research	Retali A.K.	5
Total of 1st Semester:			30

2nd SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 101	Methodology of Teaching	Adjunct Staff	4
Y 102	Special Education and Learning Disabilities	Mavropalias T.	4
Y 207	Greek Children's and Adolescent Literature	Adjunct Staff	4
Y 208	History: Antiquity and Byzantium	Andreou A.	4
Y 303	Concepts of Physics and Students' Ideas	Adjunct Staff	5
Y 305	ICT in Education	Adjunct Staff	5
Y 203	Modern Greek Grammar	Sakellariou A.	4
Total of 2nd Semester:			30

3rd SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 119	Intercultural Education in School	Adjunct Staff	5
Y 213	Special Topics in Language Teaching	Kamaroudis S.	4
Y 212	Special topics in History teaching	Kasvikis K.	4
Y 401	A' Phase of Practicum: Introduction to the Theory of School and Instruction	Tzifopoulos M. (in cooperation with Kaskamanidis, I., Mavropalias, T., Andreopoulou A, Bounovas, I., Vasiou, E.)	5
Required Elective Courses from the Field of Educational Sciences (ES) (1/6)			
YE 131	Curricula	Tzifopoulos M.	4
YE 136	Conceptual Change and Learning	Pnevmatikos D.	4
YE 162	Educational Policy	Iliadou – Tahou S.	4
YE 167	Classroom Management	Vassiou A.	4
Required Elective Courses from the Field of Humanities (HM) (1/6)			
YE 232	Modern Greek Poetry and Poetry for Children	Akritopoulos A.	4
YE 257	Introduction to Bilingualism – Bilingual Education	Griva E.	4
YE 273	Citizenship Education	Bunovas I.	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	Adjunct Staff	4
YE 361	Educational Robotics	Adjunct Staff	4
Total of 3rd Semester:			30

4th SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 107	History of the Modern Greek Education and Educational Policy	Iliadou – Tahou S.	4
Y 301	Mathematics Education	Lemonidis Ch. (on academic leave)	4
Y 304	Environmental Education – Education for Sustainable Development	Adjunct Staff	4
Y 403 / Y 405	2nd Phase: Teaching of History / Physics (1/2)		
Y 403	Teaching of History	Kasvikis K.	5
Y 405	Science Teaching	Spyrtou A.	5
Required Elective Courses from the Field of Educational Sciences (ES) (2/6)			
YE 155	Differentiated Instruction in Mixed Classes	Adjunct Staff	4
YE 164	Socio-pedagogical approaches in Primary School	Thoidis I.	4
YE 165	Motivation in Education	Giaouri S.	4
YE 174	Introduction to Hearing Impairment and Deafness	Andreopoulou A.	4
Required Elective Courses from the Field of Humanities (HM) (2/6)			
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) (2/6)			
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
YE 364	Development of Digital Teaching Material	Adjunct Staff	4
YE 366	Research Methods in Education: Introduction to Data Analysis	Retali A.K.	4

5th SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 111	Sociology of Education	Adjunct Staff	4
Y 403 / Y 405	2nd Phase: Teaching of History / Physics (1/2)		
	Y 403 Teaching of History	Kasvikis K.	5
	Y 405 Science Teaching	Spyrtou A.	5
YE 431 / YE 435	2nd Phase: One Required Elective Course from the following (1/5):		
	YE 431 Teaching of the Study of the Environment	Papanikolaou A.	4
	YE 432 Teaching of the Religious Education	Adjunct Staff	4
	YE 433 Teaching of Arts	Adjunct Staff	4
	YE 434 Teaching of Music	Adjunct Staff	4
	YE 435 Teaching of Physical Education	Semoglou K.	4
	Required Elective Courses from the Field of Educational Sciences (ES) (3/6)		
	YE 142 All Day School: Theory and Praxis	Thoidis I.	4
	YE 163 Writing a Research Paper	Adjunct Staff	4
	YE 175 Emotional and Behavioral Disorders	Mavropalias T.	4
	YE 178 School Counseling: Prevention and intervention in family and school	Giaouri S.	4
	Required Elective Courses from the Field of Humanities (HM) (3/6)		
	YE 244 Prose Literature for Children and Young Adolescents and its Didactics	Akritopoulos A.	4
	YE 256 Language Learning Strategies	Griva E.	4
	YE 268 History and Culture in Education	Andreou A.	4
	YE 265 Vocabulary: Description and Didactics	Sakellariou, A.	4
	Required Elective Courses from the Field of Sciences and Mathematics (SC) (3/6)		

YE 342	Applied educational research	Retali A.K.	4
YE 338	Pedagogical Knowledge of Content in Science Education	Spyrtou A.	4
YE 335	Design and development of educational software	Adjunct Staff	4
Total of 3rd Semester:			30

6th SEMESTER

CODE	TITLE	TEACHING STAFF	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	Sakellariou A. 5
	Y 404	Mathematics Education	Lemonidis Ch. 5 (on academic leave)
YE 431 / YE 435	2nd Phase: One Required Elective Course from the following (1/5):		
	YE 431	Teaching of the Study of the Environment	Papanikolaou A. 4
	YE 432	Teaching of the Religious Education	Adjunct Staff 4
	YE 433	Teaching of Arts	Tamoutselis N. 4
	YE 434	Teaching of Music	Adjunct Staff 4
	YE 435	Teaching Physical Education	Semoglou K. 4
Required Elective Courses from the Field of Educational Sciences (ES) (4/6)			
	YE 135	History of Education	Iliadou-Tahou S. 4
	YE 145	Moral And Emotional Development	Pnevmatikos D. 4
	YE 166	Educational Assessment	Iordanidis G. 4
	YE 179	Psychoeducational assessment of learning and adjustment difficulties	Giaouri S. 4
Required Elective Courses from the Field of Humanities (HM) (4/6)			
	YE 245	Linguistic- Pedagogical Issues	Kamaroudis S. 4
	YE 258	Alternative Methods of Assessing Language Skills	Griva E. 4
	YE 269	History from sources	Andreou A. 4
Required Elective Courses from the Field of Sciences and Mathematics (SC) (4/6)			

	YE 350	Open Inquiry Learning Environments in Science Education	Adjunct Staff	4
	YE 356	Learning Difficulties in Maths	Lemonidis Ch. (on academic leave)	4
	YE 363	Developing Teaching Scenarios for STEAM utilizing educational robotics	Adjunct Staff	4
Elective Courses 2 (2/6)				4
Total of 3rd Semester:				30

7th SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 117	School Psychology	Giaouri S.	4
Y 112	Administration, Management and Assessment in Education	Adjunct Staff	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	Teaching of Mathematics	Lemonidis Ch/ (on academic leave) Nikolantonakis K 5
Required Elective Courses from the Field of Educational Sciences (ES) (5/6)			
	YE 134	Administration and function of school unit	Iordanidis G. 4
	YE 180	Emotion in pedagogical process	Vasiou A. 4
	YE 146	Intellectual Disability	Andreopoulou A. 4
Required Elective Courses from the Field of Humanities (HM) (5/6)			
	YE 267	Museum Education	Andreou A. 4
	YE 249	Theory and Practice of Music	Adjunct Staff 4
	YE 266	Literacy in School: comprehension and production of texts	Sakellariou A. 4
	YE 240	Measurement and evaluation perceptual-motion abilities and skills	Semoglou K. 4
Required Elective Courses from the Field of Sciences and Mathematics (SC) (5/6)			
	YE 331	Production of Educational Material for	Lemonidis Ch. 4

	Mathematics Education Using ICT	(on academic leave)	
YE 355	Designing, Implementation and Evaluation of Educational Activities in Techno-Scientific settings	Adjunct Staff	4
YE 349	Implementation of Sustainability Projects in the Primary School	Papanikolaou A.	4
Elective Course 3		(3/6) or [Bachelor Thesis (1/3)]	4
Total of 3rd Semester:			30

8th SEMESTER

CODE	TITLE	TEACHING STAFF	ECTS
Y 407	C' Phase: Teaching Practice for 2 weeks with theoretical preparation and feedback	Papadopoulou V. & Adjunct Staff	6
Required Elective Courses from the Field of Educational Sciences (ES) (6/6)			
YE 133	Pedagogy	Tzifopoulos M.	4
YE 154	Organizational Behaviour in Educational Organizations	Iordanidis G.	4
YE 173	Speech and Speaking Problems	Andreopoulou A.	4
YE 272	Philosophy of Education	Adjunct Staff	4
Required Elective Courses from the Field of Humanities (HM) (6/6)			
YE 2...	4
YE 271	Alternative teaching procedures in the teaching of history	Kasvikis K.	4
Required Elective Courses from the Field of Sciences and Mathematics (SC) (6/6)			
YE 367	Educational Research: Quantitative Data Analysis	Retali A.K.	4
YE 357	Ubiquitous Computing in School	Adjunct Staff	4
YE 365	Economics in Education	Adjunct Staff	4
Elective Course 4	[4/6] or [Bachelor Thesis (1/3)]		4
Elective Course 5	[5/6] or [Bachelor Thesis (2/3)]		4
Elective Course 6	[6/6] or [Bachelor Thesis (3/3)]		4
Total of 3rd Semester:			30

18.DETAILED DESCRIPTION OF COURSES

Compulsory Courses (Y)

Course Title:	METHODOLOGY OF TEACHING
Course Code:	Y101
Type of the course:	Compulsory
Course Level:	Introductory
Year of Study:	1 st
Semester:	2 nd
ECTS:	4
Credits:	3
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:	Adjunct Staff
Expected Outcomes:	On the completion of the course, students should be able: <ul style="list-style-type: none">- 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:	<p>Arends, R. I. (2009). <i>Learning to teach</i> (8th ed.). Boston: McGraw-Hill.</p> <p>Delors, J. (1996). <i>Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century</i>. UNESCO PUBLISHING. http://www.unesco.org/delors/delors_e.pdf</p> <p>Good, T. L. & Brophy, J. E. (2008). <i>Looking in classrooms</i>. New York: Longman.</p> <p>Joyce, B. & Weil, M. (1986)³, <i>Models of Teaching</i>. London: Prentice-Hall</p> <p>Kelly, A.V. (1988)⁵. <i>The Curriculum: Theory and Practice</i>. London: Paul Chapman Publishing</p> <p>Peterson, M. (2002). <i>Principles of Authentic Multi-level Instruction</i>. Detroit, Michigan. www.coe.wayne.edu/CommunityBuilding/WSC.html</p>
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 & LEARNING DISABILITIES
Course Code:	Y 102
Type of the course:	Compulsory
Course Level:	Introductory
Year of Study:	1 nd
Semester:	2 nd
ECTS:	4
Credits:	3
Course Work Load:	Teaching hours (lectures' attendance, conclusions' announcement and discussion in plenary session) 39 hours; Two studies into subgroups 10 hours; Elaboration of work 12 hours; study 39.
Name of Lecturer:	Tryfon Mavropalias
Learning Outcomes:	<p>On the completion of the course, students should be able:</p> <p>Knowledge of basic types of educational special needs.</p> <p>Development of skills to support students with disabilities and learning disabilities, especially in a general classroom environment.</p> <p>Ability to formulate a judgment and evaluation of issues of special education and training.</p> <p>Development of scientific thinking skills.</p> <p>Counseling skills for parents / relatives of children with disabilities.</p> <p>- .</p>
Prerequisites:	-
Course Contents:	<ul style="list-style-type: none"> ● Integration - inclusive education ● The institutional framework of special education in Greece ● Mental Disability ● Autism Spectrum Disorders ● ADHD ● Physical disabilities ● Visual Impairment
Basic Literature:	<p>Polychronopoulou, S. (2017) <i>Children and adolescents with special educational needs and abilities</i>. Athens: Babalis,.</p> <p>Heward, W. (2013). <i>Children with special needs. An introduction to Special Education</i>. A. Davazoglou, K. Kokkinos. Translation.</p>

Ch. Lymperopoulou. Athens: Topos
 Panteliadou, S. & Argyropoulos, V. (2007) *Special Education: From research to teaching practice* Metaichmio, Athens
 Mavropalias, T. (2019). *Research Highlights in Education and Science 2018* (Annual Book), The Greek Co-Teaching Model. Chapter one, ,p. 5-18, International Society for Research in Education and Science,USA

Methods of Teaching:	Lectures, presentations of outcomes from the use of observation sheets, workshops.
Evaluation Methods:	Written final exam (70%). Quiz exercises (10%) Written work (20%).
Language of Teaching:	English

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

Learning Outcomes: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' behaviour 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-Tahou

Learning Outcomes: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: Metahmio
- 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:CITIZENSHIP EDUCATION

Course Code:YE273

Type of the course:Required Elective

Course Level: Focused

Year of Study:4

Semester:8th

ECTS:4

Course Work Load:Teaching 39 hours, Bibliography search and study for individual and group work 20 hours, Collection and processing of research data 15 hours, Preparation for the exams 33 hours, Exams 3 hours (110 hours).

Name of Lecturer:Bunovas Ioannis

Learning Outcomes:Students are expected:

- to develop their understanding of the notion of citizenship through political socialization and democratic education.
- to approach critically the teaching of citizenship
- to implement educational projects aiming democracy in practice.
- to familiarize with political terminology
- to deepen in non-formal ways of teaching citizenship-democracy

Prerequisites:There is no requirement for this course.

Course Contents:The course will focus on the concepts of (modern) state, citizen and citizenship. Reference will also be made to the ways in which education is conducted, formal, and non-formal, elements that will help us later in the course to approach teaching practices regarding education in citizenship.

Next we will focus on the ways in which citizenship can be taught in Primary Education. Both through informal forms of education (cultural/environmental/health educational programs), but also through the education in peace, democracy and human rights, empathy and respect for the others, elements that together compose the concept of democratic citizen, who gives respect and trust to fellow human beings, to community and to state. There will be a connection between citizenship, rights and the obligations of citizens

We will also refer to the way that formal education is practiced in the sense of citizen education and citizenship through the school book of “Citizen Education” of the last two grades of Primary School. We will analyze the concept of their chapters, linking the issues of formal education in the citizen concept with suggestions for educational activities beyond the proposed curriculum.

Finally, students will be asked to submit teaching proposals about citizenship education, based on both school books (formal) and non-formal education activities, combining the two forms/types of education.

Basic Literature:Dewey, J (2016). Democracy and Education, Athens: Iridanos. (in Greek).
Karakatsani D. (2004) Education and political education, Athens: Metexmio (in Greek). Katsarou, E. (2020). Democracy in school, Athens: Kritiki (in Greek)

Methods of Teaching:Lectures and workshops

Evaluation Methods:Written exams, Oral presentations

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: Bunovas Ioannis

Learning Outcomes: 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: Kelpandis, 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: Written exams, presentations

Language of Teaching: Greek

Course Title:	Administration, Management and Assessment in Education
Course Code:	Y112
Type of the course:	Compulsory
Course Level:	Introductory and basic training
Year of Study:	4 th
Semester:	3 rd , 7 th
ECTS:	5
Credits:	3
Course Work Load:	Instruction 39 hours, preparation and cooperation with the teacher 18 hours, individual or group assignments/research/study 25 hours, preparation for the exams 35 hours, written examination 3 hours.
Name of Lecturer:	Georgios Iordanidis
Learning Outcomes:	<p>At the level of knowledge, the students are expected to have advanced knowledge in the field of study, and critical understanding of theories and principles related to the administration, management and assessment in education.</p> <p>At the skill level, the students are expected to possess advanced skills; and be able to demonstrate the required skills and innovation to solve complex and unforeseen problems related to the administration, management and assessment in education.</p> <p>At the capacity level, the students are expected to be able to administrate complex technical or professional activities or projects, undertaking the responsibility for making unforeseen decisions in work or study environments. It is also expected to take responsibility for the management/administration of professional development of individuals and groups in this field.</p> <p>Providing knowledge and information on issues of administration, management and operation of the Greek educational system and the educational institutions, according to the administrative organization of the system.</p> <p>Analysis of the primary school as an organization, analysis of the educational/school leader and teaching staff of primary schools.</p> <p>Provide knowledge and information about the motivation of teaching staff, the problem-solving and the decision making process, the creation of school vision, the administration of crisis in the school organization and the role of the educational institutions.</p>
Learning goals:	

Prerequisites:	-
Course Contents:	Introduction to the administration and management of education, conceptual definition of “management” and “administration” in education, the applications of administrative science in the Greek educational system, the primary school as organization, the “portrait” of the educational leader, the teaching staff of primary school, the motivation of teaching staff, the problem solving and decision making processes, the creation of school vision, the role of educational institutions.
Basic Literature:	Saiti, A., & Saitis, Ch. (2012). <i>Administration and management of education</i> . Athens: Author. (in Greek). Reppa-Athanasoula, A. (2008). Educational management and organizational behavior. Athens: Ellin. (in Greek).
Methods of Teaching:	Lectures, discussions, presentations
Evaluation Methods:	Written examination, assignments, presence and participation in the courses
Language of Teaching:	Greek

Course Title:	Pedagogical interaction and social relationships in the classroom.
Course Code:	Y 113
Type of the course:	Compulsory
Course Level:	Introductory
Year of Study:	1 st
Semester:	1 st
ECTS:	5
Course Work Load:	Teaching hours 39 hours, Preparation hours 15 hours, Preparation for the final assignment 10 hours, preparation for the examination 20 hours, written exams 3 hours.
Name of Lecturer:	Menelaos Tzifopoulos

Course Goal: The aim of the course is for the participants to get acquainted with the development, the "examples", the subject, the field and the research of Pedagogy and the Sciences of Education.

Learning Outcomes: The university student is expected to: • clarify basic concepts of Pedagogical Science, • recognize the subject(s) and branches of Pedagogical Science and issues of autonomy, • separate research methods in the field of Pedagogy and to recognize the importance of each methodology, • discuss critically, through sources, the evolution of Pedagogical Science and the pedagogues who were reference persons, • be concerned about the institution of the school depending on the different socio-cultural context of each era, • recognize the functions of the school, • list and discuss the institutions that provide education and training from the period of foundation and autonomy of Pedagogical Science until today, • discuss, in a critical view, the reframing of the school in the context of the introduction of Information and Communication Technologies (ICT) in education for the benefit of the student, • reflect on the modern multicultural and minority school and the need to provide equal education for all students, • recognize the field of Special Education and teaching in the context of differentiated teaching, • discuss issues of The Peace Pedagogy, • judge, evaluate and reflect on the field of Pedagogical Science and its evolution until today.

Prerequisites:

Course Contents: The topics of the course are the following: Introduction to the subject: pedagogical terms. Pedagogy and Science(s) of Education. Pedagogical Science: Autonomy. Pedagogical Science: Methodology. The evolution of Pedagogy. Pedagogy and reference groups. Institutions and structures that provide education and training. A school open to society. Intercultural and Minority Education. Introduction, diffusion and utilization of Information and Communication Technologies in education (ICT).

Pedagogy and global problems. "One school for all": Pedagogy and Special Education. Pedagogy and competences.

Basic Literature:	<p>Androusou, A., & Tsafos, V. (Eds.) (2020). Sciences of Education. A dynamic interdisciplinary field. Athens: Gutenberg. [Ανδρούσου, Α., & Τσάφος, Β. (επιμ.) (2020). Επιστήμες της Εκπαίδευσης. Ένα δυναμικό διεπιστημονικό πεδίο. Αθήνα: Gutenberg].</p> <p>Bonidis, K., & Zarifis, G. (Eds.) (2000). Pedagogy, Science of Education, Sciences of Education: Epistemological and methodological issues. Thessaloniki: Grafima. [Μπονίδης, Κ., & Ζαρίφης, Γ. (επιμ.) (2020). Παιδαγωγική, Επιστήμη της Αγωγής, Επιστήμες της Αγωγής: Επιστημολογικά και μεθοδολογικά ζητήματα. Θεσσαλονίκη: Γράφημα].</p> <p>Tzifopoulos, M. (2019). Approaching Pedagogy as a science of Education. Course, problems and reflections. Thessaloniki: ZygosPub. [Τζιφόπουλος, Μ. (2019). Προσεγγίζοντας την Παιδαγωγική ως Επιστήμη της Αγωγής και της Εκπαίδευσης: Πορεία, προβληματισμοί, αναστοχασμοί. Θεσσαλονίκη: Εκδόσεις Ζυγός].</p>
Methods of Teaching:	Lectures, Workshops and Presentations
Evaluation Methods:	Final Examinations (80%) and optional bibliographical assignments (20%)
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:	1 st
Semester:	1 st
ECTS:	4
Course Work Load:	Teaching hours 39, students' preparation 27 hours, data collection 25 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 30 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.

Learning Outcomes: Upon completion of the course, the student should be able to:

- understand and record the key elements of communication and pedagogical interaction that take place in the classroom,
- shape social learning processes, both within the classroom and the teaching process,
- be able to use relevant tools to analyze teacher-student behavior and relationships,
- apply and utilize the sociometric test in the classroom,
- Should be able, as a future teacher, to intervene with pedagogical manipulations aimed at improving the social relations, the cohesion and the psychological climate in the classroom,
- effectively analyze and manage situations that are characterized as conflicting and require knowledge related to the learning environment and verbal and non-verbal behavioral skills,
- actively participate with groups of students in the classroom,
- develop and apply rules of cooperation between students in the classroom,
- develop skills related to working together on school life issues with all "stakeholders" (teachers, community, parents),
- plan and implement research work within the scientific context of the course.
- Should be familiar with pedagogical and sociological theories of children's socialization.

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

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:Giaouri Stergiani

Learning Outcomes:

Students are expected to:

- Critically evaluate the basic theoretical concepts of school psychology.
- Assess the key factors influencing learning and critically evaluate the key findings of contemporary research related to learning and teaching.
- Evaluate the psychological and educational principles that can improve the effectiveness of teaching, as well as critically compare the appropriateness of different teaching methods in different learning contexts (eg individual, group, formal, non-formal).
- Understand the effects of individual differences (eg gender, IQ, personality, cultural diversity) on learning.
- Discuss and evaluate the contribution of research in the field of cognitive psychology (on memory, problem solving, perception, attention) to teaching and learning.
- Explain the causes and effects of various learning difficulties and discuss the role of the teacher in the context of special and inclusive education.
- Strengthen their knowledge about the role of the school psychologist in diagnostic evaluation, counseling and in the design of educational interventions.
- Summarize the contribution of neuroscience to the understanding of human learning.
- They use quantitative and qualitative research and analysis methods to investigate various educational questions.
- Explain and critically evaluate the research methods used in the field of educational psychology and demonstrate skills in the preparation of research proposals and in conducting original research.
- Demonstrate knowledge in the design and use of preventive and interventional methods that aim to promote the academic and emotional development and well-being of children within the school, always in collaboration with school and family.

Prerequisites:-

Course Contents: The aim of the course is to illustrate the contribution of psychology to the understanding of school learning through a broad presentation of studies, concepts and theories. The sensitive issues of school education - memory, knowledge, motivation, assessment - are approached in order to enlighten the pedagogical issues.

Introductory and historical data, conceptual definition, distinction between School and Educational Psychology, definition of the role and specialty of the School psychologist. Students with special educational needs. Theories of Cognitive Development and Intelligence. Learning difficulties: conceptual identification, classification, etiology. Cognitive, metacognitive and psychosocial characteristics of children with learning difficulties. Assessment, intervention and support issues for children with learning disabilities. Concepts of Self-perception, Self-esteem and their dimensions. Crisis management in the school community. Mental resilience in the school context. Promoting a positive psychological climate in the classroom and school. Prevention and intervention in the school community: The example of Social and Emotional Education in School as a program to promote children's mental health, well-being and learning (eg, communication skills, self-esteem, emotion management, conflict resolution, stress situations, multiculturalism). The class as a group. Interpersonal relationship improvement programs. The personality, qualities and stress of teachers. Interpersonal Relationships and Mental Health.

Basic Literature: Hatzichristou, Ch. (2011). School psychology. Athens, Greece: Typothito.

Hatzichristou, Ch. (2014). Counseling in the School Community. Athens, Greece: Typothito.

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

Evaluation Methods: Written examinations (final evaluation, 60%), Assignment (formative evaluation, 40%, Personal or group project), Active participation at seminars with Power Presentation about certain issues

Language of Teaching: Greek, English

Course Title: SPECIAL TOPICS IN LANGUAGE TEACHING

Course Code: Y213

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

Learning Outcomes: 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:	EleniGriva
Course Contents:	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.
Learning outcomes:	Students are able to: Recognize principles and practices involved in the field of L2 / FL teaching. Implement modern methods and approaches of L2 / FL teaching. Use the newly acquired knowledge to teach L2 / FL in an effective way in their classroom Identify the characteristics of "effective" language methods and techniques for their employment in multilingual/ multicultural classes.
Course Contents:	Theories of second language learning. Modern methods of teaching languages. Common European Framework for teaching Languages. A Framework for teaching Greek as 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. Lesson planning based on games and communicative activities.
Basic Literature:	Γρίβα, Ε. & Σέμογλου Κ. (2015). Ξενη γλώσσα και παιχνίδι: Κινητικές δραστηριότητες δημιουργικής έκφρασης στην πρωτοσχολική εκπαίδευση. Θεσσαλονίκη: Κυριακίδη. Κοροσίδου, Ε. & Γρίβα, Ε. (2022). Δεύτερη/Ξένη Γλώσσα στην Πρώιμη Παιδική Ηλικία: Εκπαιδευτικές δραστηριότητες σε παιγνιώδη και ψηφιακά περιβάλλοντα. Θεσσαλονίκη: Εκδ. Κυριακίδη. Μήτσης, Ν. (2004). Στοιχειώδεις Αρχές και Μέθοδοι της Εφαρμοσμένης Γλωσσολογίας. Εισαγωγή στη Διδασκαλία της Ελληνικής ως Δεύτερης/Ξένης γλώσσας. Αθήνα: Gutenberg. Cameron, L. (2000). Teaching Languages to Young Learners. Cambridge: C.U.P. Lightbown, P. and Spada, N. (1993). How languages are learned. Oxford: O.U.P.
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

Learning Outcomes: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 & Eι. 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: 1st

Semester: 1st

Name of Lecturer: Iliadou Tahou S.

Course Contents: 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 ADOLESCENT LITERATURE

Course Code:Y 207

Type of the course:Compulsory

Course Level:Introductory & Basic training

Year of Study:1st

Semester:2nd3 AC (academic credits)

Name of Lecturer:Adjunct Staff

Learning Outcomes: 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.

Course Contents:By the end of this unit, the students will be able to familiarize themselves with the theory and history of children's and adolescent literature, to critically examine a literary text (speech and images), to support their knowledge and opinion on it with reliable sources, and as a result to prepare written assignments related to projects of well-known authors in the examined field, to research various relevant topics in the Library from special publications or electronic magazines, for example, "Διάπλαση των Παίδων", "Διαδρομές", "Έπιθεώρηση Παιδικής Λογοτεχνίας" or "Keimena".

Basic Literature:Ακριτόπουλος, Α. (2013). Τέρψεις και ιστορίες. Κριτικές, φιλολογικές και παιδαγωγικές προσεγγίσεις της λογοτεχνίας του παραμυθιού. Εκδόσεις Γράφημα.
Ακριτόπουλος, Α. (2010). Το νεοελληνικό λαϊκό παραμύθι ως λογοτέχνημα. Ηρόδοτος.
Αναγνωστόπουλος, Β. Δ. (1990). Τάσεις και εξελίξεις της παιδικής λογοτεχνίας. Εκδ. των Φύλων.

Teaching and Learning Methods:Lectures- Detailed presentations of literary texts

Assessment Methods:Final Exam (written)

Language of Teaching:Greek

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:Andreas Andreou

Learning Outcomes: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:Adjunct Staff

Learning Outcomes: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.
Χατζηεφραιμίδης 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: 2nd

Semester: 3rd

ECTS: 4

Course Work Load: 100-120 teaching hours of workload

Name of Lecturer: Kasvikis Konstantinos

Learning Outcomes: Students will be able:

- to comprehend the basic scientific characteristics of historiography and the development of historical thought over time
- to describe the historical context of production and development of history curricula and textbooks from the middle 19th century until today in Greece
- to distinguish the differences between the 'traditional' and the 'modern' theoretical framework of history teaching and learning
- to be aware of the different theoretical trends and practical approaches regarding the aims of history education of the 21st century
- to describe the basic elements of 'historical thinking'
- to recognize the different types of historical concepts in the framework history education
- to apply and utilize historical enquiry and analysis based on evidence in the context of history teaching

Prerequisites: -

Course Contents: Brief historical overview of historiography from antiquity to 21st century; a survey of the development of history education in Greece (Curricula, teaching material, goals and methods of history teaching); history textbooks and their role; psychological and pedagogical theories and current research on learning history; goals of history education: historical thinking, historical consciousness, democratic citizenship; conceptual historical knowledge: first- and second-order concepts; historical empathy; methodological historical knowledge: historical sources, evidence analysis in the history classroom.

Basic Literature: Husbands, Ch. (1993), *What Is History Teaching?: Language, Ideas, and Meaning in Learning about the Past*. Open University Press, Buckingham.
Husbands, C., Kitson, A., Pendry, A. (2003), *Understanding History Teaching*, Open University Press, Maidenhead, Philadelphia.
Perikleous, L. and Shemilt, D. eds. (2011), *The Future of the past. Why history education matters*, AHDR, Nicosia.
James, A. and Phillips, R. eds. (2000), *Issues in history teaching*, Routledge, New York.
Levesque, S. (2008), *ThinkingHistorically. Educating students for the Twenty-first century*. University of Toronto Press, Toronto.
Nakou, I. and Barca, I. eds. (2010) *Contemporary Public Debates Over History Education*, International Review of History Education, Vol. 6. Information Age Publishing, Charlotte, N.C.
Wineburg, Sam (2001), *Historical thinking and other unnatural acts. Charting the future of the teaching the past*. Temple University Press, Philadelphia.

Methods of Teaching: Lectures, discussions, paper and research presentations.

Evaluation Methods: Assignment and examinations

Language of Teaching: Greek, English

Course Title: TEACHING 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

Learning Outcomes: 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. Zygou, 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: Concepts of 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: Adjunct Staff

Learning Outcomes: 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:Teaching: 39 hours, Preparation and cooperation (essays): 58 hours, Preparation for the final exams: 20 hours, Final written exams: 3 hours (120 hours).

Name of Lecturer:Papanikolaou Anastasios

Learning Outcomes:Students are expected:

1. To describe the major historical events, social processes and educational currents that gave birth to Environmental Education/ Education for Sustainable Development (EE/ ESD).
2. To identify the principles, aims and characteristics of EE/ ESD.
3. To recognize the ways of integrating EE/ ESD in the Greek Primary School.
4. To set learning goals and implement learning strategies for EE/ ESD.
5. To plan and evaluate an EE/ ESD program.
6. To recognize the importance of the role of EE/ ESD in the pursuit of a sustainable future.

Prerequisites:There is no requirement for this course.

Course Contents:The origins and evolution of EE/ ESD. Principles, aims and characteristics of EE/ ESD. Learning strategies of EE/ ESD. Evaluation of EE/ ESD programs. EE/ ESD in the Greek Primary School.

Basic Literature:Daskolia, M. (2005). Theory and practice in Environmental Education: Teachers' personal theories. Athens: Metaihmio (in Greek). [Eudoxus code: 24140]

Dimitriou, A. (2009). Environmental Education: environment, sustainability. Theoretical and pedagogical approaches. Thessaloniki: Epikentro (in Greek). [Eudoxus code: 15129]

Skanavis, C. (2004). Environment and Society: A Relationship in Continuous Development. Athens: Kalidoskopio (in Greek). [Eudoxus code: 12581]

Flogaiti, E. (1993). Environmental Education. Athens: Greek University Press, (1988) Greek Letters, (2011) Pedio (in Greek). [Eudoxus code: 12405074]

Methods of Teaching:Lecture, Discussion, Work in small groups, Simulations, Practical applications.

Evaluation Methods:Active participation in the lessons (20%), Individual or group essays (30%), Written examination (50%). Possibility for supplementary small scale essays exploring specific issues.

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:1st

Semester:2nd

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:Adjunct Staff

Learning Outcomes: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.,Πομπόρτσης Α.,Τσιάτσος Θ.
(2007) Ευέλικτη μάθηση με χρήση τεχνολογιών πληροφορίας και επικοινωνιών, Εκδόσεις ΤΖΙΟΛΑ.

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: ELEMENTS OF ARITHMETIC AND SET THEORY FOR
PRIMARY SCHOOL**

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

Learning Outcomes: 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
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Course Code:	Y 401
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Type of the course:	Compulsory
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Course Level:	Introductory
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Year of Study:	2 nd
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Semester:	3 rd
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ECTS:	3
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Course Work Load:	<p>Teaching hours and discussion with students 39,</p> <p>Teacher Practice-Teaching Observation at primary schools 24 hours,</p> <p>Completion of Observation Sheets 24 hours,</p> <p>mentoring (discussion and guidance from mentors) 5hours, plenary discussion 24hours,</p> <p>preparation for the final assignment 30 hours.</p>
Name of Lecturer:	<p>Menelaos Tzifopoulos</p> <p>With the participation of: Athanasia Andreopoulou, Aikaterini Vassiou, Giannis Kaskamanidis, Giannis Bounovas, Athanasios Drossos, Giannis Konstantinou, Melina Solaki.</p>
Course Goal	<p>The university student is expected to: · understand the connection such as theory with practice, through his/her own experience and his/her involvement in the modern educational process, · recognize key issues of school pedagogy, as formulated in the modern literature and as they are reflected as today's school classes, through observation, · familiarize him/herself with learning processes in the classroom and in the wider school environment, with the eyes of the researcher and the observer and, at the same time, the future teacher. · reflect on the role of the teacher, taking into account the cognitive, social and emotional component in learning, · enrich his/her cognitiveschemes as teacher, as they are shaped and transformed in the modern school.</p>
Expected Outcomes:	<p>On the completion of the course, students should be able:</p> <ul style="list-style-type: none"> - 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:	<p>Informing students about the Phase A of Practicum. Introduction to the topic: School, school space and classroom. Types of schools. The profile of modern teachers. The "effective" teacher. Teaching methods, forms and techniques. The "authority" of the teacher. Formal and informal class structure. The assessment of the students' performance.</p> <p>Theories of learning I. Behaviorism in teaching. Theories of learning II. Constructivism in teaching. Didactic scenario and lesson plan. The classroom as a learning community. TeacherPractice. Reflection.</p>

Basic Literature:	Bonidis, K. (2012). Specifications of the educational process: theory and practice Thessaloniki: Grafima. [Μπονίδης, Κ. (2012). Προδιαγραφές της εκπαιδευτικής διαδικασίας: θεωρία και πράξη. Θεσσαλονίκη: Γράφημα]. - Tzifopoulos, M. (2019). Actions and Interactions in the modern school. A critical approach. Thessaloniki: ZygosPun. [Τζιφόπουλος, Μ. (2019). Δράσεις και αλληλεπιδράσεις στο σύγχρονο σχολείο: Μια κριτική προσέγγιση. Θεσσαλονίκη: Εκδόσεις Ζυγός].
Methods of Teaching:	Lectures, presentations of outcomes from the use of observation sheets, workshops
Evaluation Methods:	Lectures, presentations of outcomes from the use of observation sheets, workshops
Language of Teaching:	Greek

Course Title: GREEK LANGUAGE TEACHING IN THE PRIMARY SCHOOL	
Course Code:	Y402
Type of the course:	Compulsory
Course Level:	Advanced
Year of Study:	3 rd
Semester:	6 th , 7 th
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 5 th semester), Angeliki Sakellariou (at the 6 th semester)
Learning Outcomes:	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:	Y213, 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 OF HISTORY

Course Code:Y403

Type of the course:Compulsory

Course Level:Advanced

Year of Study:2nd, 3rd

Semester:4th, 5th

ECTS:5 ECTS

Course Work Load:150 hours

Name of Lecturer:Kostas Kasvikis

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

Prerequisites:“Special topics in history teaching” and one of the following courses:
“History: Antiquity and Byzantium”, “Modern Greek History”

Course Contents:The course includes a theoretical and practical content. Issues of historiography and history education; New History; aims of teaching history; teaching framework of history didactics: propositional, procedural and conceptual historical knowledge; teaching and learning approaches in Primary Education. Practical framework: students’ design and implementation of history lessons in primary schools, observation and evaluation of history lessons.

Basic Literature:Barton, K. C., and Levstik, L.S. (2004). *Teaching History for the Common Good*. Lawrence Erlbaum, Mahway, NJ.
Chapman, A. and Wilschut, A. eds. (2015), *Joined-up history. New directions in History Education Research*, Information Age Publishing Inc, Charlotte.
Cuncell, Ch., Burn, K., Chapman, A. eds. (2016), *MasterClass in history education. Transforming teaching and learning*. Bloomsbury, London.
Davies, I. ed. (2010), *Debates in history teaching*, Routledge, London and New York.
Stearns, Peter, Peter Seixas, and Sam Wineburg, eds. (2000), *Knowing, Teaching and Learning History: National and International Perspectives*. New York University Press, New York.
Seixas, P. & Morton, T. (2012), *The Big Six Historical Thinking Concepts*. Nelson, Toronto.

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

Evaluation Methods:Written exams, pilot history teaching.

Language of Teaching:Greek, English

Course Title:SECOND PHASE. TEACHING 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

Learning Outcomes: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

Learning Outcomes: 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 ΓΠΑΦΗΜΑ (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*, Ljubljana.

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

Learning Outcomes: 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

1.1 Required Elective Courses (YE)

Course Title:	Curricula
Course Code:	YE131
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	3 rd
Semester:	6 th
ECTS:	4 th
Course Work Load:	Teaching hours 27, preparation of the assignment, search for bibliography, research, 24 hours, presentations 15 hours.
Name of Lecturer:	Menelaos Tzifopoulos
Goal of the course:	The aim of the course is for the participants to discuss critically and reflect on the concept of the curriculum both internationally and in Greece. In particular, the parts of which a syllabus is composed, what types of curricula exist, will be discussed. University Students will have the opportunity to formulate their own "official" texts of educational policy through the design on paper - in groups - of syllabuses of target purposes, contents and process for the primary school.

Expected Outcomes: The University student is expected to: • know the content of the concept of "Curriculum", • understand the parts of which the curriculum consists, • recognize the differences observed in a "closed" and "open" curriculum, • focus on the specific characteristics of the curriculum for primary school in Greece, • connect data from the relevant literature for the formulation of "hypothetical" curricula, depending on the subject matter for the primary school, • reflect on the role of the teacher in shaping and implementing a curriculum, • find solutions for a possible overhaul of the current curricula in Greece.

Prerequisites: -

Course Contents: The topics of the course are the following: Introduction. The official texts of educational policy. The concept of "Curriculum". Forms and types of curricula. The official and the "hidden" curriculum. Curriculum design models. Objectives in the curricula. Taxonomies: cognitive, emotional, psychomotor goals. The "appropriate" teaching contents. Method of teaching. Evaluation in the curricula. Curricula and digital technologies. Teacher and curriculum. The Interdisciplinary Curriculum Framework for primary education.

Basic Literature: Vrettos, G., & Kapsalis, A. (2009). Curriculum. Design, Evaluation, Reformation. Athens: Self-Publishing. [Βρεττός, Γ., & Καψάλης, Α. (2009). Αναλυτικό Πρόγραμμα: σχεδιασμός-αξιολόγηση-αναμόρφωση. Αθήνα: Αυτοέκδοση].

-Tsafos, V. (2014). Curriculum. Theoretical approaches and educational orientations. Athens. Metaichmio Publications. [Τσάφος, Β. (2014). Αναλυτικό Πρόγραμμα. Θεωρητικές προσεγγίσεις και εκπαιδευτικοί προσανατολισμοί. Αθήνα: Μεταίχμιο].

Hatzigeorgiou, G. (2011). Get to know the Curriculum. General and specific topics of curricula and didactics. Athens. Diadrasis. [Χατζηγεωργίου, Γ. (2011). Γνώθι το Curriculum. Γενικά και ειδικά θέματα αναλυτικών προγραμμάτων και διδακτικής. Αθήνα: Διάδραση].

Methods of Teaching: Lectures, presentations, workshops

Evaluation Methods: Formative and final assessment

Language of Teaching: Greek

Course Title: Administration and function of school unit

Course Code: YE134

Type of the course: Optional Compulsory

Course Level:	Focused
Year of Study:	4 th
Semester:	7 th
ECTS:	4
Credits:	3
Course Work Load:	Instruction 39 hours, preparation of student 18 hours, cooperation with the teacher and preparation of assignments 12 hours, individual or group assignments/research/study 25 hours, preparation for the exams 23 hours, written examination 3 hours.
Name of Lecturer:	Georgios Iordanidis
Expected Outcomes:	<p>At the level of knowledge, the students are expected to have proven knowledge and critical understanding of theories and principles related to the administration and function/operation of school unit.</p> <p>At the skill level, the students are expected to possess advanced skills; and be able to demonstrate the required skills and innovation to solve complex and unforeseen problems related to the administration and function/operation of school unit.</p> <p>At the capacity level, the students are expected to be able to administrate complex technical or professional activities or projects, undertaking the responsibility for making unforeseen decisions in work or study environments. It is also expected to take responsibility for the management/administration of professional development of individuals and groups in this field.</p>
Prerequisites:	-
Course Contents:	The school unit as a public formal organization, the institution and the role of the school principal, the institution and the role of the teachers' association, the school committee and the school council. Operation/function of the school unit, management of material resources, contact and relationships of school unit with the external school environment.
Basic Literature:	<p>Saiti, A., & Saitis, Ch. (2012). <i>The principal in the modern school</i>. Athens: Author. (in Greek).</p> <p>Papaconstantinou, G., & Anastasiou, S. (2013). <i>The principles of human resource management</i>. Athens: Gutenberg. (in Greek).</p> <p>Saitis, Ch. (2014). <i>The organization and operation of school unit</i>. Athens: Author. (in Greek).</p>
Methods of Teaching:	Lectures, discussions, presentations
Evaluation Methods:	written examination, assignments

Language of Teaching: Greek

Course Title: School pedagogy, theory of school
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Course Code: YE138

Type of the course: Required Elective
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Course Level: Focused

Year of Study: 2 nd

Semester: 4 th

ECTS: 4

Course Work Load: Teaching 39 hours, preparation of the assignment, search for bibliography, research, 20 hours, preparation for the final assignment and presentations 20 hours

Name of Lecturer: Menelaos Tzifopoulos

Goal of the course The aim of the course is for the participants to understand the various aspects of the educational process, in the light of Pedagogical Science and in particular school pedagogy.
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Expected Outcomes: The university student is expected to: · understand the content of "School Pedagogy" and the subject of this discipline, · discuss critically the issue of the evolution of the school institution, both through sources of each era and through studies and relevant articles, · understand and be concerned about the timeless nature of the so-called crisis of the school as an institution, due to various factors, · argue and propose solutions that will focus on the development of the school based on the social circumstances, the context and the needs of both society and the respective educational policy, · link the basic assumptions of the different learning theories with the educational process, the role of the teacher, the goals he/she sets, the contents he/she teaches and the method of his/her teaching, · realize the fact that between the dipole "teacher-student" in addition to the official curriculum, a hidden curriculum is "inserted", · compare the role of the teacher in the traditional school and in the modern school and to discuss, critically, the issue of the readjustment of the role of the teacher.
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Prerequisites: Y113 Pedagogy

Course Contents:	The topics of the course are the following: Introduction. The institution of the school: from the old to the new and from the new to the modern school. Periods of formation and crisis of the institution of the school. Epistemological assumptions and theories of learning. The reflective practitioner. The functions of the school: teaching. The functions of the schools: socialization.
Basic Literature:	Bonidis, K. (2012). Specifications of the educational process: theory and practice Thessaloniki: Grafima. [Μπονίδης, Κ. (2012). Προδιαγραφές της εκπαιδευτικής διαδικασίας: θεωρία και πράξη. Θεσσαλονίκη: Γράφημα]. Tzifopoulos, M. (2019). Actions and Interactions in the modern school. A critical approach. Thessaloniki: Zygos Pun. [Τζιφόπουλος, Μ. (2019). Δράσεις και αλληλεπιδράσεις στο σύγχρονο σχολείο: Μια κριτική προσέγγιση. Θεσσαλονίκη: Εκδόσεις Ζυγός].
Methods of Teaching:	Lectures, Presentations, Workshops.
Evaluation Methods:	Formative and final assessment
Language of Teaching:	Greek

Course Title:	Emotion in pedagogical process
Course Code:	YE180
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	4 th
Semester:	8 th
ECTS:	4
Course Work Load:	Teaching 39 hours, Bibliography search and study for individual and group work 20 hours, Collection and processing of research data 15 hours, Preparation for the exams 33 hours, Exams 3 hours (110 hours).
Name of Lecturer:	Vasiou Ekaterini

Expected Outcomes:

Students are expected:

1. To understand the emotional interactions during the pedagogical process.
2. To know teachers' and students' positive and negative emotions in teaching and learning.
3. To cultivate the culture of positive psychology in the classroom and at school.
4. To evaluate through research data the role of emotional intelligence and empathy in students' social relationships, motivation and performance.
5. To plan interventions to manage students' stress, anger, loss and loneliness.
6. To plan interventions to enhance students' resilience.
7. To understand family's role in enhancing students' emotional abilities.
8. To solve case studies for the development of character's positive elements and students' moral virtues.

Prerequisites:

There is no requirement for this course.

Course Contents:

1. Positive and negative emotion
2. Positive Psychology
3. Emotional intelligence
4. Empathy
5. Anger management
6. Test anxiety
7. Loss-Loneliness
8. Resilience
9. Positive elements of character and moral virtues
10. Positive parenting

Basic Literature:

Vassiou, A., Mouratidis, A., Andreou, E., & Kafetsios, K. (2016). Students' achievement goals, emotion perception ability and affect and performance in the classroom: a multilevel examination. *Educational Psychology*, 36, 879-897.
Βάσιου, Α., Ανδρέου, Ε., & Καφέτσιος, Κ. (2011). Η σχέση των στόχων επίτευξης των εκπαιδευτικών με τα κίνητρα και το συναίσθημα των μαθητών: Μια πολυεπίπεδη ανάλυση. *Επιστημονική Επετηρίδα Παιδαγωγικού Τμήματος Δημοτικής Εκπαίδευσης Πανεπιστημίου Ιωαννίνων*, 23, 5-36.

Methods of Teaching:

Lectures, Workshops.

Evaluation Methods:

Written examinations (final evaluation, 60%), Assignment (formative evaluation/ group project 40%).

Language of Teaching:

Greek, English

Course Title:HISTORY OF 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

Learning Outcomes: 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 Change and Learning

Course Code: YE 136

Type of the course: Specific Topic and Background, skills' development

Course Level: Focused

Year of Study: 2nd

Semester: 3rd

ECTS: 4

Course Work Load: Teaching hours 39, study and literature analysis 39h, Group Work 26h

Name of Lecturer: Dimitris Pnevmatikos

Learning Outcomes: After the successful completion of the course, students will be able to:

- a) know the theories for the representation, organization and reorganization of knowledge;
- b) explain and anticipate the obstacles that create the misunderstandings that arise in the acquisition of concepts;
- c) design a learning sequence for a concept taking into account the ontological and epistemological conditions of their students;
- d) recognize and plan the teaching of the necessary procedural knowledge for the teaching of concepts in order to overturn students' misunderstandings;
- e) write subversive texts to aid conceptual understanding.

Prerequisites: Y 105 Developmental Psychology

Course Contents: The nature of concepts. Knowledge and how it is represented. Knowledge organization. Learning as a change of symbolic representations and processes. Theories and mechanisms of knowledge reorganization. Partial and radical reorganization of knowledge. Analogue representation and mental models. Conceptual change. Theoretical and methodological approaches to conceptual change. The role of ontological and epistemological presuppositions. Conceptual change in the concepts of Mathematics, Physics, Astronomy, Biology and Religion. The use of refutational texts for enhancing conceptual understanding.

Basic Literature: Βοσνιάδου, Σ. (1998). *Γνωσιακή Ψυχολογία: Ψυχολογικές μελέτες και δοκίμια*. Αθήνα: Δαρδανός. [31172]
 Βοσνιάδου, Σ. & Ψύλος, Σ. (Επμ.) (2008). Έννοιες και εννοιολογική αλλαγή, θεωρητικές προσεγγίσεις. *Νόησις*, 3. [32320]
SCIENTIFIC JOURNAL IN THE FIELD
 Psychology: The Journal of the Hellenic Psychological Society
 Cognition
 Cognitive Science
 Educational Psychology

Methods of Teaching: Face to face

Evaluation Methods: Continuous assessment during the semester and teamwork writing (delivering video on teaching a concept demanding conceptual change and a refutation of misconceptions).

Language of Teaching: Greek

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: 3th

Semester: 5th

ECTS: 4

Course Work Load: Teaching hours 39, students' preparation 20 hours, school practice 10 hours, data collection 20 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 20 hours.

Name of Lecturer: Ioannis D. Thoidis

Course Goal:	<p>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.</p> <p>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.</p>
Learning Outcomes:	<p>Upon completion of the course, the student should be able to:</p> <ul style="list-style-type: none"> • familiarize themselves with the theoretical background (principles, purposes, philosophy) of the all-day school, • evaluate its practical application as it emerges through relevant studies and research, • design and develop educational programs in the all-day school, • plan and implement research work within the scientific fields included in the course, • Should be aware of the current institutional framework for the operation of the all-day school, • Should be familiar with sub-areas and tasks of the all-day school.
Prerequisites:	
Course Contents:	<p>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.</p>
Basic Literature:	<p>Κυρίδης, Α., Τσακνίδου, Ε. & Αρβανίτη, Ι. (επιμ.) (2006). <i>Το ολοήμερο δημοτικό σχολείο στην Ελλάδα</i>. [The all day school in Greece] Αθήνα: Τυπωθήτω – Γ. Δαρδανός.</p> <p>Thoidis, I., & Chaniotakis, N. (2018) <i>Ολοήμερο σχολείο. Παιδαγωγικές και κοινωνικές διαστάσεις</i> [All-daySchool. Pedagogical and social dimension]. Thessaloniki: Αφοί Κυριακίδη Εκδόσεις ΑΕ.</p> <p>Μυλωνάκου-Κεκέ Ηρώ (2019). <i>Σχολείο, Οικογένεια και Κοινότητα</i>. Αθήνα: Αρμός.</p>
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

Learning Outcomes:

- 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: Bouri S (2010) . *Education and Nationalism in the Balkans . The case he 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:EMOTIONAL AND MORAL DEVELOPMENT

Course Code:YE 145

Type of the course:Specific Topic and Background, skills' development

Course Level:Advanced

Year of Study:3rd

Semester:5th

ECTS:4

Course Work Load:Teaching hours 39, Study and Literature Analysis 26h, Group Work 39h

Name of Lecturer:Dimitris Pnevmatikos

Learning Outcomes:After the successful completion of the course, students will be able to:

- (a) be aware of the most important aspects of moral and emotional development that have been studied in the past;
- b) deal effectively with issues concerning the moral and emotional side of children.
- c) to organize didactic interventions aimed at the moral and emotional development of children.

Prerequisites:Y 105 Developmental Psychology

Course Contents:Theories that are focused on moral and emotional development are discussed. Moreover, the factors (individual, social, cultural, etc.) that significantly influence it are described. Specifically, the topics discussed in each area are:

Moral development: Piaget and Kohlberg theories on the stages of the moral development of the child and adolescent, ways of examining moral development, Hoffman's theory of empathy, development of altruistic behavior. Contemporary issues such as the concept of emotional intelligence, education for the cultivation of moral concepts such as bioethics, anti-racist and democratic behavior, tolerance, forgiveness, etc. are also discussed.

Emotional development: The nature, genesis and development of emotions, basic and complex emotions (e.g., feelings of joy, anxiety and fear), how emotions interact with other psychological dimensions, such as thought, personality, behavior.

Basic Literature: Πλατσίδου, Μ. (2010). Συναισθηματική Νοημοσύνη. Τυπωθήτω, Δαρδανός. [31596] Χατζηχρήστου, Χ. (Επμ.) (2011). Κοινωνική και Συναισθηματική Αγωγή: Πρωτοβάθμια Εκπαίδευση (Τάξεις Γ', Δ', Ε' και ΣΤ' Δημοτικού), Ε.Κ.Π.Α., Κέντρο Έρευνας και Εφαρμογών Σχολικής Ψυχολογίας. Αθήνα: Τυπωθήτω, Δαρδανός. [34303]

SCIENTIFIC JOURNALS IN THE FIELD

Psychology: The Journal of the Hellenic Psychological Society
Cognitive Development
Educational Psychology
Emotion
Emotion Review
Emotion and Cognition
Motivation and Emotion
Journal of Moral Education
Journal of Belief and Values

Methods of Teaching: Face to face

Evaluation Methods: Continuous assessment during the semester with individual assignments and group work writing - Activities for the moral and emotional development of children.

Language of Teaching: Greek

Course Title: INTELLECTUAL DISABILITY

Course Code: YE 146

Type of the course: Required Elective

Course Level: *General Context*

Year of Study: 4th

Semester: 7th

ECTS: 4

Credits: 3

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: Athanasia Andreopoulou

Learning Outcomes:

- To know the theoretical approaches to the intellectual disability (educational, psychological and social) and to understand the basic issues related to the notion, the nature and the definition of the intellectual disability.
- To distinguish the cause of the intellectual disability, to recognize the basic characteristics of the children with intellectual disability, in the level of cognitive and social functionality.
- To know the teaching needs of students with intellectual disability and to develop the capability for educational assessment and support for students with intellectual disability in the classroom.

Prerequisites: -

Course Contents:

- Theoretical approaches to the intellectual disability.
- Notion and nature of the intellectual disability.
- Definition of the intellectual disability.
- The importance of adaptive behavior.
- The cause of the intellectual disability.
- Classification systems.
- Characteristics of people with intellectual disability.
- Assessment and recording of the progress the student with intellectual disability is making.
- Specific teaching adaptations for the students with intellectual disability within the classroom.
- Necessary adaptations and alterations that a teacher has to implement to the analytical program and to the teaching methods for the educational absorption of a student with intellectual disability within the classroom.
- Strategies, tools and assessment methods.
- Adaptations and organization of the school environment for the better absorption of a student with intellectual disability within the classroom.
- The preparation of the teacher, of the students without disabilities and of the parents, as a crucial prerequisite for the absorption of a student with intellectual disability within the classroom.

Basic Literature:	<p>Alevriadou, A. Giouri, S & Pavlidou, K. (2016). Behavioral problems of people with intellectual disability: Management in a context of inclusion education. Athens: Pedio.</p> <p>Alevriadou, A. & Giouri, S. (2009). Genetic Syndromes of intellectual disability: Developmental and educational approach. Thessaloniki: University Studio Press.</p> <p>Polyxronopolou, S. (2010). Children and teenagers with special needs and capabilities (volume B). Athens, self edition.</p> <p>Polyxronopolou, S. (2003). Children and teenagers with special needs and capabilities Volume A: Contemporary trends of Education and Special Support. Athens: Atrapos.</p> <p>Hodapp M. R. (2005) Developmental Theories and Dissability. Intellectual disability, sensory disorders and kinetic dissability. Praxi. (edit. Zonios-Sideri, A). Athens: Metehmio.</p> <p>Thomas, D., & Woods, H. (2008). Intellectual Disability: Theory and Action (edit. Zonios-Sideri & E. Nteropoulou Nterou). Athens: Topos.</p>
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:	Greek

Course Title:	Organizational behavior in educational organizations
Course Code:	YE154
Type of the course:	Optional Compulsory
Course Level:	Deepening
Year of Study:	4 th
Semester:	8 th
ECTS:	4
Credits:	3

Course Work Load: Instruction 39 hours, preparation of student 18 hours, cooperation with the teacher and preparation for assignments 12 hours, individual or group assignments/research/study 25 hours, preparation for the exams 23 hours, written examination 3 hours.

Name of Lecturer: Georgios Iordanidis

Expected Outcomes: **At the level of knowledge,** the students are expected to have proven knowledge and critical understanding of theories and principles related to the organizational behavior in educational organizations.

At the skill level, the students are expected to possess advanced skills; and be able to demonstrate the required skills and innovation to solve complex and unforeseen problems related to the organizational behavior in educational organizations.

At the capacity level, the students are expected to be able to administrate complex technical or professional activities or projects, undertaking the responsibility for making unforeseen decisions in work or study environments. It is also expected to take responsibility for the management/administration of professional development of individuals and groups in this field.

Providing information on parameters and conditions of effective management of organizations.

Analysis of organizational behavior at three levels, such as individual, team and organizational level.

Study of human resources and managers executives, as well as their actions/activities to achieve their goals by cultivating a climate of trust, cooperation and cohesion in the school workplace.

Study and understanding of human behavior and the necessary conditions/prerequisites for the support of employee.

Learning goals: Study of parameters/factors such as motivation, job/professional satisfaction, job stress, communication, conflicts, management of teams, and attraction, selection and recruitment of human resources.

Study of organizational culture and organizational change.

Prerequisites: -

- Course Contents:**
1. Introduction to Organizational Behavior
 2. Perception / Behavior / Learning
 3. Motivation: Theories - practical applications
 4. Job satisfaction: Definition, conditions, prerequisites
 5. Job stress: Conditions, categories, quality, management/administration of job stress, the role of manager/principal
 6. Communication: Definition - categorization/ Effective communication – conditions, prerequisites/ Managers and communication
 7. Groups/teams: Formation - development process- types of groups / Team effectiveness / Leadership and management and administration of teams
 8. Contradictions and conflicts: Conceptual definitions and Limits/ Categorizations/ Management Techniques
 9. Power: Definition - resources - strategies / Authority: Definition - characteristics - types/ Politics - Empowerment
 10. Leadership
 11. Organizational culture and management of organizational change
 12. Attraction, selection and recruitment of human resources

Basic Literature: Robbins, S., & Judge, T. (2011). *Organizational behavior*. Athens: Kritiki.
 Greenberg, J., Baron, R.A., & Antoniou, A.S. (2010). *Organizational psychology and behavior*. Athens: GUTENBERG. (in Greek).
 Vakola, M., & Nikolaou, I. (2012). *Organizational psychology and behavior*. Athens: Rossili. (in Greek).

Methods of Teaching: Lectures, discussions, presentations

Evaluation Methods: written examination, assignments

Language of Teaching: Greek

Course Title: SPEECH&SPEAKINGPROBLEMS

Course Code:	YE 173
Type of the course:	Required Elective
Course Level:	General Context
Year of Study:	4 th
Semester:	8 th
ECTS:	4
Credits:	3
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:	Athanasia Andreopoulou
Learning Outcomes:	<p>The goal of the course is the familiarization of the students with the science of the disorders of the speech, the prevention methods for the detection and elimination or mitigation of the disorders, through special instruction and education.</p> <p>On the completion of the courses the students should be able:</p> <ul style="list-style-type: none"> - to know the main categories of speech disorders. - to learn about the progress and slowing of the speech in children. - to recognize and evaluate the different disorders in oral and written speech in school children. - to know the teaching needs of students with disorders in oral and written speech. - to be able to select the appropriate teaching approaches and to create appropriate educational programs. - to acquire basic knowledge for the planning of educational programs for students with speech problems and to familiarize themselves with basic intervention strategies in students with problems in oral and written speech.
Prerequisites:	-

Course Contents: Introduction in speech pathology. Anatomical and physiological speech mechanisms. Classification systems of the speech disorders. The evolution of speech in children. The role the phonological awareness plays in the oral and written speech. Oral and written speech and the way they are connected with each other. Definition of the causes for the speech disorders. A brief presentation of the disorders in oral and written speech in schoolchildren. (Inarticulacy, Dysphasia in children, dyslalia, Cleft palate and upper lip, dysphonia, stutter, reading and writing disorders). Detection and evaluation of the disorders of the speech. Methods and programs for the treatment of the writing disorders. Techniques for the treatment of the difficulties in reading and writing.

Basic Literature: Andreopoulpu A. (2005) Basic principles of the program for the development of the ability for phonological understanding. Makednon, 14, 149-162.
Drakos, G. (2003). Special pedagogy for the speech problems. Athens: Diadrasi.
Drakos, G. (2011). Contemporary issues of special pedagogy, concerns -quests -prospects. Athens: Diadrasi.
Thanopoulos, G. (2005). Educational programs for children with special learning disabilities and educational needs. Athens: Atrapos.
Kalantzis, K. (2011). Speech disorders in childhood. Athens: Papazisi.
Stasinos, D. (2009). Psychology of the speech and the language Athens: Gutenberg.

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: Greek

Course Title: DIFFERENTIATED INSTRUCTION IN MIXED CLASSES	
Course Code:	YE 155
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	2 nd , 3 rd & 4 th
Semester:	4 th , 6 th & 8 th
ECTS:	4
Credits:	3
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:	Adjunct Staff
Learning Outcomes:	On the completion of the course, students should be able: <ul style="list-style-type: none"> - 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: 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

Learning Outcomes: 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:CLASSROOM MANAGEMENT

Course CodeYE167

Type of the course:Required Elective

Course Level:Focused

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Teaching 39 hours, Bibliography search and study for individual and group work 20 hours, Collection and processing of research data 15 hours, Preparation for the exams 33 hours, Exams 3 hours (110 hours).

Name of Lecturer:Vasiou Ekaterini

Learning outcomes: Students are expected:

1. To know and take into account learning, social and emotional factors for the formation of a positive school climate for all students.
2. To choose the application of pedagogical practices and teaching techniques and adaptations before the occurrence of school failure.
3. To design educational interventions and programs for the prevention and treatment of problems of learning, relationships, behaviors and discipline that contribute to the experiential involvement in teaching, cooperation and understanding.
4. To utilize alternative ways of arranging the space according to the teaching standard as well as the available means and materials, aiming at the optimal classroom management.
5. To evaluate the effectiveness of procedures, techniques, interventions and programs and redesign evaluation goals and strategies.
6. To resolve case studies to achieve effective classroom management.

Prerequisites: There is no requirement for this course.

Course Contents: Skills to create a positive learning environment for each student in the class. Skills of shaping a positive climate on a didactic, social and emotional level, taking into account beyond the expectations of the teacher and the relational dynamics of the class group. Positive learning environment through the selection and implementation of appropriate procedures with students' cooperation contributes to the prevention of tensions and conflicts and the optimization of students' achievement. Effective selective planning of factors, ranging from the standard of instruction, to the layout of the space, objectives, procedures, strategies, transitions, means and materials and the inclusion of all students of the classroom based on their skills and needs.

Basic Literature:Ματσαγγούρας, Η. (2006). Η σχολική τάξη: Θεωρία και πράξη της διδασκαλίας: Χώρος, ομάδα, πειθαρχία, μέθοδος. Αθήνα: Εκδ. Γρηγόρη.

Ξαφάκος, Ε., Σταυρόπουλος, Β., Βάσιου Κ., Καλδή, Σ., Τζίκα, Β., & Σταυριανουδάκη, Α. (2019). Κοινωνική νοημοσύνη: η επίδρασή της στην αντίληψη της αυτοαποτελεσματικότητας των δασκάλων ως προς τη διδασκαλία και τη διαχείριση της τάξης. Εκπαίδευση & Επιστήμες / Σχολή Θετικών Επιστημών Πανεπιστημίου Θεσσαλίας, 2, 7-12.

Methods of Teaching:Lectures, Workshops.

Evaluation Methods:Written examinations (final evaluation, 60%), Assignment(formative evaluation/group project 40%).

Language of Teaching:Greek, 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:	5 th
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:	Adjunct Staff

Expected Outcomes:

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:

-

Course Contents:

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:	<p>Writing Center (2015). <i>The writer's handbook. Writing a research paper.</i> The University of Wisconsin. https://writing.wisc.edu/Handbook/PlanResearchPaper.html</p> <p>Mount Saint Vincent University Library. <i>Guide to writing Research Papers.</i> http://www.msvu.ca/site/media/msvu/howtowrite.researchpaper2.pdf</p>
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:	2 nd
Semester:	4 th
ECTS:	4
Course Work Load:	Teaching hours 39, students' preparation 20 hours, data collection 29 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 20 hours.
Name of Lecturer:	Ioannis D. 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.

Learning Outcomes: Upon completion of the course, the student should be able to:

- understand the concept and principles of Social Pedagogy at the theoretical level,
- understand the socio-pedagogical dimensions of the modern school and the mission of modern education
- know and cooperate with extracurricular actors and institutions related to the socio-pedagogical mission of the school,
- plan and implement educational activities of School and Social Life on issues related to social learning,
- understand the needs of students, and to develop skills, in the fields of extracurricular communication and counseling to support students,
- develop skills related to working together on school life issues, with all stakeholders (teachers, community, parents),
- became familiar with the basic concepts and concerns of all-day education,
- identify, explore and discuss individual aspects and problems of all-day education and all-day school,
- understand the extended role of the teacher in the modern era,
- plan and implement research work within the scientific field of the course.

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. (2018) Ολοήμερο σχολείο. Παιδαγωγικές και κοινωνικές διαστάσεις [All-day School. Pedagogical and social dimension]. Thessaloniki: Αφοί Κυριακίδη Εκδ. Α.Ε.

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:Focused

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Teaching hours 36, students' preparation hours 45, preparation for the exams hours 46, exams 3 hours (130 hours)

Name of Lecturer:Giaouri Stergiani

Learning Outcomes:Students are expected to:

- know the basic concepts of motivation and define motivation
- describe the different theoretical approaches to motivation in education
- identify the key factors that affect learning
- describe the needs of the students and how they affect learning motivation
- discuss and recognize the importance of the teacher's role in the learning process
- explain how students' beliefs affect learning motivation
- give examples of educational applications to hypothetical teachers environments
- describe how the students' goals affect incentives
- explain how interest and emotions affect incentives

Prerequisites:There is no requirement for this course

Course Contents:The biological and physiological basis of motivation,psychoanalytic theory, behavioral, humanistic theories of motivation are discussed. Also presented the Expectancy Value theory, the Self-determination theory, the Incentive Theory and the Effects of Extrinsic Motivation, the social-cognitive theory, the theory of goals, and the theory of causal contribution. Particular emphasis is given to the applications of various theories about motivation in education, but also to the role of the teacher and the classroom in motivation.

Basic Literature:Schunk, D.H., Pintrich, P. R., & Meece, J. L. (2010).*Motivation in education*.In N. Makris & D. Pnevmatikos (Eds).Athens, Greece: Gutenberg.

Efklides, A. (1999).*Motivational Psychology*.Athens, Greek: Ellinika Grammata.

Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational PsychologyReview*, 18(4), 315–341.

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Positive Emotions in Education. In E. Frydenberg (Ed.), *Beyond Coping: Meeting Goals, Visions and Challenges* (pp. 149–173). Oxford: Oxford University Press.

Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). *Ψυχολογία* (Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg.

Schutz, P. A., & Pekrun, R. E. (2007). *Emotion in education*. MA: Elsevier Academic Press.

Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 45(1), 28-36.

Weiner, B. (2013). *Human motivation*. Psychology Press.

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

Evaluation Methods:Written examinations (final evaluation, 60%), Assignment (formative evaluation, 40%, Personal or group project), Active participation at seminars with Power Presentation about certain issues,

Language of Teaching:Greek, English

Course Title: INTRODUCTION TO HEARING IMPAIRMENT & DEAFNESS

Course Code: YE 174

Type of the course: Required Elective

Course Level: General Context

Year of Study: 2nd

Semester: 4th

ECTS: 4

Credits: 3

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: Athanasia Andreopoulou

Learning Outcomes: On the completion of the course, students should be able to know:

- the theoretical context and the audiological approach to the hearing impairment-deafness.
- the reinforcement systems of the hearing and their contribution to the development of the verbal speech of the deaf and hearing impaired child as well as the difficulties the deaf or hearing impaired child faces in the verbal and written speech.
- the role that the communication plays in the development of the deaf and hearing impaired child and the three basic communication methods.
- the educational needs of the deaf and hearing impaired students and the general circumstances for the function of a class with a deaf or a hearing impaired child.
- the basic knowledge for the adjustment or the planning of programs for the educational integration of a deaf or a hearing impaired student in the classroom and the basic teaching intervention strategies on hearing impaired children.

Prerequisites: -

Course Contents:

- Anatomy and physiology of the ear.
- Audiological approach to the hearing impairment.
- Classification of the hearing problems (categories, kinds, forms, causes)
- Diagnosis methods of the hearing impairment-deafness.
- Therapeutic interventions.
- Sound reinforcement systems (hearing aids), Cochlear implants.
- Linguistic and social emotional development of the deaf and hearing impaired child.
- Communication methods.
- Characteristics of the function of the deaf and hearing impaired children's language.
- Education of the deaf and hearing impaired children and specific teaching adjustments for the deaf and hearing impaired students.
- Necessary adjustments that a teacher has to implement on the analytical program and the teaching methods for the deaf- hearing impaired student's educational inclusion into the school classroom.

Basic Literature:

Korilaki P. (2009). Investigation of the probable causes for the educational failure of deaf students in the greek school. Athens: Grigori Editions.

Lambropoulou V. (1999). 1st Education Package of Training, Society and Deaf People. Community and Culture of Deaf People, OPEIVT Program, Ministry of Education, Department for the education of Deaf People, Patras University.

Lambropoulou V. (1999). 2st Education Package of Training, Diagnosis and Restoration of Hearing Impairment, Consultation for Parents and Early Intervention, OPEIVT Program, Ministry of Education, Department for the education of Deaf People, Patras University.

Lambropoulou V. (1999). 3st Education Package of Training, Education and the Deaf Child, OPEIVT Program, Ministry of Education, Department for the education of Deaf People, Patras University.

Lambropoulou V. (1999). 4st Education Package of Training, Linguistic Development and the Deaf Child, OPEIVT Program, Ministry of Education, Department for the education of Deaf People, Patras University.

Lambropoulou V & Bourogianni, Th. (2000). Research into the needs of the parents with deaf children and the handling of these needs through the general accepted theory. To A. Kipriotis (edit), Special Education Conference. Trends and Prospects of Education and Training for People with Special Needs in Europe today, May 12-14, 2000 (p. 637-657). Rethymno: University of Crete.

Lambropoulou V, Hatzikakou, K & Vlahou G. (2003). The inclusion and participation of deaf/hearing impaired students in schools with hearing students. OPEIVT Program, Ministry of Education, Department for the education of Deaf People, Patras University.

Okalidou, A. (2002), Hearing impairment-Deafness. Study of the Speech Generation and Therapeutic Intervention, Athens: Ellinika Grammata.

Papafragou, K, (1996), Audiology, Athens: Parisianou Maria Gr.

Tsinarelos, G (2011). A proposal for the inclusion of children with hearing problems. Athens: Patakis Editions.

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:

Greek

Course Title:	EMOTIONAL AND BEHAVIORAL DISORDERS
Course Code:	YE 175
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	3rd
Semester:	5 th
ECTS:	4
Credits:	3
Course Work Load:	Teaching hours (lectures' attendance, conclusions' announcement and discussion in plenary session) 39 hours; Two studies into subgroups 10 hours; Elaboration of work 12 hours; study 39.
Name of Lecturer:	Tryfon Mavropalias
Learning Outcomes:	<p>On the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> Acquire knowledge of emotional or behavioral disorders at school age. Understand the psychosocial and cognitive characteristics of children with behavioral or emotional disorders. Recognise the role of the teacher in managing problematic situations within the classroom and school. Acquire sufficient knowledge about the principles of holistic psychodynamic and ecosystem interventions for the integration and treatment of children with behavioral problems. To implement interdisciplinary intervention programs within a school for children diagnosed with behavioral or emotional disorders

Prerequisites:	-
Course Contents:	<p>Concept, definitions, categories and forms of emotional or behavioral disorders in school age.</p> <p>Psychosocial and cognitive characteristics of children with behavioral problems. Deviant behaviors as symptomatic reactions.</p> <p>Risk factors and protective / facilitating factors for the integration of children with behavioral problems.</p> <p>The role of family dynamics in the manifestation of problems and behavioral disorders.</p> <p>Forms / types of aggression in school.</p> <p>The school context and its role in dealing with children with behavioral problems.</p> <p>The hyperactive child in the classroom: problems and management techniques from the perspective of the school and the teacher.</p>
Basic Literature:	<p>Kourkoutas, H. (2017). <i>Children with Emotional and Behavioral Disorders: Clinical and Psychopedagogical and School and Family Interventions</i>. Athens: Topos (in Greek)</p> <p>Heward, W. (2013). <i>Children with special needs. An introduction to Special Education</i>. A. Davazoglou, K. Kokkinos. Translation. Ch. Lymperopoulou. Athens: Topos (in Greek)</p>
Methods of Teaching:	Lectures, presentations of outcomes from the use of observation sheets, workshops.
Evaluation Methods:	<p>Written final exam (70%).</p> <p>Quiz exercises (10%)</p> <p>Written work (20%).</p>
Language of Teaching:	English

Course Title:	EMOTIONAL AND BEHAVIORAL DISORDERS
Course Code:	YE 178
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	3rd

Semester:	5 th
ECTS:	4
Credits:	3
Course Work Load:	Teaching hours 36, students' preparation hours 45, preparation for the exams hours 46, exams 3 hours (130 hours)
Name of Lecturer:	Stergiani Giaouri
Learning Outcomes:	<p>Students are also expected to have understood:</p> <ul style="list-style-type: none"> • <i>the concept of social and emotional development of students and individual dimensions of their psychosocial adjustment</i> • <i>the concept of mental resilience and the promotion of mental well-being at a level system</i> • <i>programs for the prevention and promotion of mental health in the school environment,</i> • <i>the structure, design and effectiveness of these programs</i> • <i>psychological counseling and its importance in the cooperation of members of the school environment</i>
Basic Literature:	<p>Hatzichristou, Ch. (2014). <i>Counseling in the School Community</i>. Athens, Greece: Typothito.</p> <p>Hornby, G., Hall, C., & Hall, E. (Eds.) (2003). <i>Counselling pupils in schools. Skills and strategies for teachers</i>. London: Routledge Falmer.</p> <p>Kourkoutas, E., & Giovazolias, T. (2015). School-based counseling work with teachers: An integrative model. <i>The European Journal of Counseling Psychology</i>, 3, 137-158.</p> <p>Lines, D. (2006). <i>Brief counselling in schools. Working with young people from 11 to 18</i> (2nd ed.). London: Sage.</p>
Methods of Teaching:	Lectures, Workshops, Dialogues, Presentations, Case studies
Evaluation Methods:	Written examinations (final evaluation, 60%), Assignment (formative evaluation, 40%, Personal or group project), Active participation at seminars with Power Presentation about certain issues,
Language of Teaching:	Greek, English

Course Title:	Educational Assessment
Course Code:	YE166
Type of the course:	Optional Compulsory
Course Level:	Deepening
Year of Study:	3 rd
Semester:	6th
ECTS:	4
Credits:	3
Course Work Load:	Instruction 39 hours, preparation of student 18 hours, individual or group assignments/research/study 24 hours, preparation for the exams 24 hours, written examination 3 hours.
Name of Lecturer:	Georgios Iordanidis
Learning Outcomes:	<p>At the level of knowledge, the students are expected to have advanced knowledge and critical understanding of theories and principles related to the educational assessment.</p> <p>At the skill level, the students are expected to possess advanced skills; and be able to demonstrate the required skills and innovation to solve complex and unforeseen problems related to the educational assessment.</p> <p>At the capacity level, students are expected to be able to administrate complex technical or professional activities or projects, undertaking the responsibility for making unforeseen decisions in work or study environments. It is also expected to take responsibility for the management/administration of professional development of individuals and groups in this field.</p>
Prerequisites:	-
Course Contents:	Assessment of student performance, analysis of the purposes of evaluation/assessment, categorization of assessment models, presentation of types, methods, and systems of assessment and grading. Also, evaluation of educational work, educational staff, teaching, school unit, and educational system.

Basic Literature:	Kapsalis, A., & Chaniotakis, N. (2011). <i>Educational evaluation</i> . Thessaloniki: Kyriakidis. (in Greek) Konstantinou, Ch., & Konstantinou, I. (2017). <i>The evaluation in education</i> . Athens: Gutenberg. (in Greek).
Methods of Teaching:	Lectures, discussions, presentations
Evaluation Methods:	Written examination, assignments, presence and participation in the courses.
Language of Teaching:	Greek

Course Title:	Psychoeducational assessment of learning and adjustment difficulties
Course Code:	YE179
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	3 rd
Semester:	6th
ECTS:	4
Course Work Load:	Teaching hours 36, students' preparation hours 81, preparation for the exams hours 36, exams 3 hours (156 hours)
Name of Lecturer:	Stergiani Giaouri

Course Contents: The main topics of the course are:

- *The concept, content and role of psychoeducational assessment.*
- *Types and methods of assessment. Formal evaluation and informal assessment.*
- *Diagnostic process (Object, objectives, necessity). Observation methods/ Interview /Organization of examination material.*
- *Psychoeducational evaluation of functionality and adaptation.*
- *The role of the special teacher in the evaluation of children in the context of special and unified education. Forms of cooperation between the teachers involved and other experts.*
- *Evaluation of cognitive functions, mental function and adaptive behavior.*
- *Assessment of learning skills. Forms of assessment of students with special learning difficulties or disability.*
- *Assessment of students with attention deficit / hyperactivity disorder.*
- *Forms of assessment of emotional or behavioral disorders.*
- *Personality assessment.*
- *Evaluation of communication disorders.*
- *Issues of multiculturalism, ethnocultural diversity, and multilingualism in the evaluation of children.*
- *Evaluation results and connection to the personalized training and support program.*
- *Study of individual evaluation cases.*
- *Composition and reporting of psychoeducational evaluation results. Ethical elements.*

Prerequisites: -

Learning Outcomes:

Students are expected to be able to:

- *Explain the meaning, content and role of psychoeducational assessment.*
- *Analyze and compare the types and methods of assessment used in education.*
- *Describe ways to evaluate mental function and adaptive behavior.*
- *Explain the forms of early detection and assessment of students with special learning difficulties and students with attention deficit / hyperactivity disorder.*
- *Describe the forms of evaluation of emotional or behavioral disorders, as well as autism spectrum disorders.*
- *Describe ways to assess communication disorders.*
- *Evaluate the role of the special educator in the evaluation of children in the context of special and unified education and the forms of cooperation that develop between the teachers involved and other specialists.*
- *Apply skills assessment techniques in specific cases of people with special educational needs and understand the connection between the results of the assessment and the individualized training program.*
- *Develop critical thinking and use scientific reasoning to evaluate different evaluation methods for different cases.*
- *Know the characteristics, suitability criteria and rules of ethics when using psychometric tools*
- *Apply the acquired knowledge about assessment in special education to improve the learning of students with difficulties and special needs in school environments.*

Basic Literature: Koulakoglou, K. (2013). *Psychometry and Psychological Evaluation* (3rd ed.). Athens, Greece: Patakis.
 Mellon, P. (1998). *Psychodiagnostic Methods*. Athens, Greece: Topos.
 Alper, S., Ryndak, D. & Schloss, C. (2001). *Alternate assessment of students with disabilities in inclusive settings*. Needham Heights, MA: Allyn and Bacon.
 Cohen, L. G., & Spencimer, L. J. (2011). *Assessment of children and youth with special needs* (4th ed.). Boston, MA: Pearson/Allyn & Bacon.
 Pierangelo, R. & Giuliani, G. (2012). *Assessment in special education: A practical approach* (4th edition). Boston, MA: Allyn and Bacon.
 Salvia, J., Ysseldyke, J. E., & Bolt, S. (2013). *Assessment in special and inclusive education* (12th ed.). Boston, MA: Houghton Mifflin.
 Taylor, R. (2003). *Assessment of Exceptional Students: Educational and psychological procedures*. Boston, MA: Allyn and Bacon.
 Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed.). New York: Wiley.

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

Evaluation Methods: Written examinations (final evaluation, 60%), Assignment (formative evaluation, 40%, Personal or group project), Active participation at seminars with power presentation about certain issues,

Language of Teaching: Greek, English

Course Title: MODERN GREEK POETRY AND POETRY FOR CHILDREN

Course Code: YE 232

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2^d, 3rd, 4th

Semester: 3rd, 5th, 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:Adjunct Staff

Learning Outcomes: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

Learning Outcomes: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 243

Type of the course:Required Elective, Elective

Course Level:Compulsory if selected, Advanced

Year of Study:2nd

Semester:4th

ECTS:4 ECTS 3 AC (academic credits)

Course Work Load:Teaching hours 39, preparing for the lesson 39 hours, preparing for the exams 24 hours, exams 3 hours

Name of Lecturer:Adjunct Staff

Learning outcomes: By the end of this unit, the students will be able to distinguish the theory of literature from its didactic counterpart: how I see as a reader, a researcher, a philologist one piece of literature and how it is to teach it in a classroom are two different things. To distinguish theory from the act of teaching literature in a classroom. To move adequately in the field of teaching literature in terms of bibliography, to work with modern teaching methods, to present them at public and apply them to / for classes in primary or secondary education. Prepare and present in class teaching scenarios- Group work presentation (PowerPoint).

Prerequisites: The compulsory unit in 2nd semester, «Y 207 Greek children's and adolescent literature».

Course Contents: This course is organized in two axes, theoretical and practical. In the theoretical part, presented with lectures are the relationships and social uses of the modern literary theory and teaching practice, for example, the didactic permutation/transposition, the school uses of literature etc., the modern and innovative teaching practices of literature and children's literature, for example the method of projects using computers, reading communities etc., the general principles for a modern literature teaching that is considered as a cultural practice, such as "cultural interdisciplinary", teacher's role during teaching etc. Examples are presented in the practical part of teaching for elementary school students based on literary texts of various kinds. There are recommended examples of interdisciplinary text approach by age of students per class. Also, ways to approach it literature outside school, for instance, encouragement, reading communities, reading clubs etc.

Basic Literature: Αποστολίδου, Β., Καπλάνη, Β. & Χοντολίδου, Ε. (2000) (επιμ.). Διαβάζοντας λογοτεχνία στο σχολείο... Μια νέα πρόταση διδασκαλίας. Αθήνα: Τυπωθήτω - Γ. Δαρδανός. 175
Τζίνα Καλογήρου-Κική Λαλαγιάννη (Επιμ.) Άντα Κατσίκη-Γκίβαλου (εισαγωγή). (2005). Η λογοτεχνία στο σχολείο. Μια νέα πρόταση διδασκαλίας, Αθήνα: Τυπωθήτω Γ. Δαρδανός.
Φρυδάκη, Ε. (2000). Η θεωρία της λογοτεχνίας στην πράξη της διδασκαλίας. Αθήνα: Κριτική.

Methods of Teaching: Lectures - Didactic approaches - Projects

Assessment Methods: Group work presentation (PowerPoint), which makes up 40% of the total grade - Group work presentation, which makes up 60% of the total grade.

Language of Teaching: Greek

Course Title: PROSE LITERATURE FOR CHILDREN AND ADOLESCENTS AND ITS DIDACTICS

Course Code:YE244

Type of the course:Compulsory if selected, Advanced

Course Level:Focused

Year of Study:3rd

Semester:5th

ECTS:4 ECTS 3 AC (academic credits)

Course Work Load:Teaching hours 39, preparing for the lesson 39 hours, preparing for the exams 24 hours, exams 3 hours.

Name of Lecturer:Adjunct Staff

Learning Outcomes:By the end of this unit, the students will be able to distinguish traditional by modern methods of approach and reading prose (including the illustrated children book) for children and adolescents. To distinguish prose genres: folk and literary fairytales, short stories, novels, drama. To research bibliographies, from printed and electronic sources, the work of a writer, to prepare and present a scientific research assignment on a specific subject or on the literary work of an author. Group work presentation (PowerPoint).

Prerequisites:The compulsory course in 2nd semester, «Y 207 Greek children's and adolescent literature».

Basic Literature: Ακριτόπουλος, Α. Ν. (2000). Για την ποιητική και τη ρητορική του Αντρέα Εμπειρίκου. U.S.P.
Ακριτόπουλος, Α. Ν. (2013). Οι ποιητές της Φλώρινας. Φλωρινιώτικες: Εκδόσεις Ι. Αριστείδου.
Καρακίτσος, Α. (2002). Η σύγχρονη παιδική ποίηση. Αθήνα: Σύγχρονοι Ορίζοντες.
Ακριτόπουλος, Α. Ν. (1993). Η ποίηση για παιδιά και νέους. Θεσσαλονίκη: Ηρόδοτος.

Methods of Teaching:Lectures - analysis of poems - presentations of assignments.

Assessment Methods:Group work presentation (PowerPoint), which makes up 40% of the total grade –Individual written assignment, which makes up 60% of the total grade.

Language of Teaching:Greek

Course Title:LINGUISTIC-PEDAGOGICAL ISSUES

Course Code:YE/EE 245

Type of the course: Required Elective, Elective

Course Level: Introductory

Year of Study:3rd

ECTS:4

Course Work Load:100

Name of Lecturer:Stavros Kamaroudis

Learning Outcomes: 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 first, second and third language: methods, books, dictionaries, films, CD.
Bilingualism, Diglossia, Multilingualism and Multiculturalism. Balkan Languages.
Artificial languages: the case of Esperanto.

Basic Literature:Καμαρούδης, 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

Learning Outcomes: 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

Course Code:YE249

Type of the course:Required Elective

Course Level:Introductory, Advanced, Focused (select)

Year of Study:4th

Semester:7th

ECTS:4

Course Work Load:Teaching hours 39, preparation for teaching 39 hours, cooperation 3 hours, preparation for examinations 36 hours, examination 3 hours.

Name of Lecturer:Adjunct staff

Learning Outcomes:---

Prerequisites:-

Basic Literature:Γρηγορίου, Ν. (1992). *Μουσική για παιδιά και για έξυπνους μεγάλους*. Αθήνα: Νεφέλη.
Θεοδωρίδης, Ν. (1996). *Τραγουδοπαιχνίδια για φίλους μουσικόφιλους 4 ετών και άνω*. Θεσσαλονίκη

Methods of Teaching:Lectures and workshops

Evaluation Methods:Oral and written exams

Language of Teaching:Greek

Course Title:	LANGUAGE LEARNING STRATEGIES
Course Code:	YE256
Type of the course:	Required Elective
Course Level:	Focused
Year of Study:	3 rd
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
Course Contents:	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
Learning outcomes:	Students are able to: Identify the basic typologies and categories of language learning and communication strategies and identify differences between them Define cognitive, memory, metacognitive and memory strategies and compare their function in the acquisition of the first and second/foreign language Define intercultural communication strategies apply teaching techniques to develop language strategies suitable for students with different learning styles

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:	Γρίβα, Ε. & Κωφού, Ι. (2020). Στρατηγικές γλωσσικής ανάπτυξης και διαπολιτισμικής επικοινωνίας- Ερευνητικές και διδακτικές προσεγγίσεις στο σύγχρονο εκπαιδευτικό περιβάλλον. Θεσσαλονίκη: Εκδ. Κυρακίδη. Griva, E. & Zorbas, V. (2017). <i>Multicultural and citizenship awareness through language: cross thematic practices in language pedagogy</i> . New York: Nova Science Press Psaltou-Joycey, A. (2010). <i>Language Learning Strategies in the foreign language classroom</i> . Thessaloniki: University Studio Press. Τοκατλίδου, Β. (2003). <i>Γλώσσα επικοινωνία και γλωσσική εκπαίδευση</i> . 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:	2 nd
Semester:	3 th
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
Course Contents:	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.
Learning outcomes:	Students are able to: understand the basic typology of bilingualism and the advantages of simultaneous and early bilingual development distinguish the prejudices related to bilingualism, as well as the principles and theories for bilingual development utilize theories for bilingual development in educational contexts by developing appropriate teaching practices for students of diverse linguistic and cultural background record and compare the language profile of their bilingual students and to evaluate relevant methods of handling multicultural classrooms
Course Contents:	Definition of Bilingualism. Bilingualism and Diglossia. Typologies of Bilingualism (e.g. Simultaneous/ <i>Sequential</i> Bilingualism). The profile and the characteristics of bilingual students. Cognitive and linguistic development of bilingual students. Cognitive and linguistic performance of bilingual students. Language learning 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). <i>Ερευνώντας τη διγλωσσία στο σχολικό περιβάλλον. Οπτικές εκπαιδευτικών, μαθητών και μεταναστών γονέων</i> . 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:	3 rd
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
Course Content:	The course aims at familiarizing University students with alternative, communicative methods of assessing students' language skills.
Learning outcomes:	The students are able to: Define and interpret the differences between formal and informal types of evaluation/assessment. Identify the basic principles of alternative evaluation and compare them with those of testing. Apply alternative assessment methods suitable for specific group of students.
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:	<p>Γρίβα, Ε. & Κωφού, Ι. (2019). Η εναλλακτική αξιολόγηση στο σύγχρονο εκπαιδευτικό περιβάλλον. Σχεδιασμός και εφαρμογή περιγραφικών μεθόδων αξιολόγησης για τα γλωσσικά μαθήματα. Θεσσαλονίκη: Εκδ. Κυρακίδη.</p> <p>Griva, E. & Kofou, I. (2018). Alternative assessment in Language learning: Challenges and Practices. Volume I. Thessaloniki: DKyriakidis.</p> <p>Τσοπάνογλου, Α. & Υψηλάντης Γ. (2011). <i>Αξιολόγηση επίδοσης και γλωσσομάθειας με χρήση ηλεκτρονικού υπολογιστή</i>. Θεσσαλονίκη: Εκδ. Ζήτη.</p>
Methods of Teaching:	Lectures, Workshops and Presentations
Evaluation Methods:	Examinations(30%) , Assignments (50%), students' journals (20%)
Language of Teaching:	English

Course Title:ALTERNATIVE APPROACHES IN HISTORY TEACHING

Course Code:YE262, EE262

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th

Semester:8th

ECTS:4 ECTS

Course Work Load:100 hours

Name of Lecturer:Kostas Kasvikis

Learning outcomes:Students will be able to:

- to describe the characteristics of five alternative teaching approaches in the history teaching: Educomic, ICT, Cine Science, empathy – debate, history field trips
- to recognize the educational possibilities and restrictions of the alternative approaches as teaching tools in the history classroom
- to design, implement and evaluate specific didactic proposals on certain historical topics of Primary education applying alternative teaching tools

Prerequisites:-

Course Contents:The course is theoretical and practical. The theoretical section the significance of the alternative teaching approaches in history teaching and learning and the characteristics, possibilities and restrictions of five different teaching tools: Educomic, ICT, CineScience, empathy –debate, history field trips. In the practical section, students undertake the design and presentation of five different educational proposals utilizing the aforementioned tools of history teaching and learning.

Basic Literature: Carretero, M., Berger, St., Grever, M. eds. (2017), *Palgrave Handbook of Research in Historical Culture and Education*, Palgrave McMillan, London.

Davis Jr., O.L., Yeager, E. A. and Foster, S. J. eds. (2001), *Historical Empathy and Perspective Taking in the Social Studies*. MD: Rowman & Littlefield Publishers Inc. Lanham,

Levstik, L. S., and Barton, K.C. eds. (2001), *Doing History: Investigating with Children in Elementary and Middle Schools*, 2nd ed. Lawrence Erlbaum, Mahwah, NJ.

Metzger, S. & McArthur, H. eds. (2018), *The Wiley international handbook of history teaching and learning*, John Wiley & Sons, Inc, Hoboken, NJ.

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

Evaluation Methods: Projects

Language of Teaching: Greek

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
Learning Outcomes:	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

Learning Outcomes: 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

Learning Outcomes: 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

Learning Outcomes: 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 issuesof museumeducation. MuseumEducationalProgramsfor schools. School educational visits in museums. Museumvisits – practicinginconnectionwiththesubject of HistoryofAesthetic.

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: YE 268

Type of the course: Elective

Course Level: Advanced

Year of Study: 4th

Semester: 8th

ECTS: 4

Course Work Load: 100 hours

Name of Lecturer: Andreas Andreou

Learning Outcomes: The aimof the courseis to introducestudents to aspects of culture and history in the education.
At the completion of the courses, students will be able to:

- distinguish the concepts of culture, civilization, mass culture and describe their relevance and importance for cultural history;
- assess the importance of studying history and culture and teaching use in theoretical education;
- investigate the dissemination of ideas of culture and civilization in institutionalized educational material and in the school curriculum.
- design educational applications with a content of past and present culture in the primary education environment;
- appreciate the meanings and value of the different cultures developed in the world

Prerequisites: -

Course Contents: History and Culture in Education. Scientific issues for Historical Education. Culture and civilization in Education. Research in the educational material of Primary Education on selected issues of History and Culture. School History Manuals. The Culture of Greece and the Cultures of the World, critical approaches. Culture and intercultural education. The concepts of Culture and civilization in primary school textbooks.

Basic Literature: -Th. Adorno - M. Horkheimer (επιμ.), Κουλτούρα και πολιτισμός στο Εισαγωγικά Δοκίμια, εκδ. Κριτική, 1987
M. Elias, Η εξέλιξη του πολιτισμού, Νεφέλη, 1997
M. Horkheimer, Τέχνη και μαζική κουλτούρα, Ύψιλον, 1984
E. Hollins, Ο πολιτισμός στη σχολική μάθηση, Μεταίχμιο, 2007
Α. Ανδρέου και άλλοι, Η Δημόσια Ιστορία στην Ελλάδα, Επίκεντρο 2015.
Γ. Κόκκινος-Δ. Μαυροσκούφης, Το τραύμα, τα συγκρουσιακά θέματα και οι εμνηνευτικές διαμάχες στην ιστορική εκπαίδευση. Ι. Γ. Τραντάς, Ρόδον 2015
Journal of Research in Humanities and Social Sciences
Learning, Culture and Social Interaction
Σύγχρονα Θέματα

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

Evaluation Methods: Oralexams, assignments.

Language of Teaching: Greek, German.

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

Learning Outcomes: The course aims to enable students to plan, organize, implement and evaluate history projects for Primary Education with historical sources (mainly pictures-images) of various types as the basic teaching tool.

Prerequisites:

Course Contents:The use of the image in the history courses. The picture - in the broadest sense - as evidence of the history and the emerging problems. Methods of reading and interpreting images. Historical images and representations of ancient Greek, Byzantine and modern / contemporary history. Iconography and Iconology. Material culture through images. Functions of the image. The images in the history textbooks. The use of images into teaching history. Practicing into implementation and evaluation of historical education program based on the use of images

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: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

Learning Outcomes: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: EPISTEMOLOGY

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

Learning Outcomes: 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: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:Adjunct Staff

Learning Outcomes: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

Learning Outcomes: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:IMPLEMENTATION OF SUSTAINABILITY PROJECTS IN PRIMARY SCHOOL

Course Code:YE349

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th

Semester:7th

ECTS:4

Course Work Load:Teaching: 39 hours, Preparation and cooperation (essays): 58 hours, Preparation for the final exams: 20 hours, Final written exams: 3 hours (120 hours).

Name of Lecturer:Papanikolaou Anastasios

Learning Outcomes:Students are expected:

1. To understand the role of the school as a framework for supporting students' mental health
2. To recognize children's anxiety disorders.
3. To understand which intra-school factors threaten students' mental health.
4. To apply practices to enhance students' mental health
5. To realize the role of friendship and peer relationships in the school context.
6. To evaluate school bullying phenomena and their effects on students.
7. To solve case studies about developing communication skills between classmates.
8. To design programs to enhance students' self-esteem.
9. To cultivate students' respect and sensitivity towards diversity.
10. To design and implement crisis management programs in the school community.

Prerequisites:The compulsory course "Environmental Education – Education for Sustainable Development" [Course Code Y 304]

Course Contents:EE/ ESD: Issues and concerns. Principles, Goals and Characteristics of EE/ ESD programs. Modern teaching methods. Project method. Role playing. Field Study. Small-scale research. Digital storytelling. Designing, implementing and evaluating school activities for sustainability in the Greek Primary School.

Basic Literature:Dimitriou, A. (2009). Environmental Education: environment, sustainability. Theoretical and pedagogical approaches. Thessaloniki: Epikentro (in Greek). [Eudoxus code: 15129]
Liarakou, G. & Flogaiti, E. (2007). From Environmental Education to Education for Sustainable Development. Athens: Nissos (in Greek). [Eudoxus code: 5987]
Skanavis, C. (2004). Environment and Society: A Relationship in Continuous Development. Athens: Kalidoskopio (in Greek). [Eudoxus code: 12581]
Flogaiti, E. (2006). Education for the Environmental and Sustainability. Athens: Greek Letters, (2011) Pedio (in Greek). [Eudoxus code: 12405161]

Methods of Teaching:Lecture, Discussion, Work in small groups, Simulations, Practical applications.

Evaluation Methods:Active participation in the lessons (20%), Individual or group essays (60%), Written examination (20%).

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:Adjunct Staff

Learning Outcomes: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

Type of the course:Compulsory

Course Level:Introductory

Year of Study:2nd

Semester:3rd

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:Adjunct Staff

Learning Outcomes: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: ELEMENTS OF GEOMETRY AND PROBLEM SOLVING

Course Code:YE353

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

Learning Outcomes: 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

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

Learning Outcomes: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: Adjunct Staff

Learning Outcomes: 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:Adjunct Staff

Learning Outcomes: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: Digital Literacy in Primary School: Examples and Applications

Course Code: YE 369

Type of the course: Required Elective

Course Level: *Focused*

Year of Study: 2nd

Semester: 3rd

ECTS: 4

Course Work Load: Teaching hours 39, Participation in the computer laboratory 18 hours, Workshops 24 hours, assignment preparation 20 hours.

Name of Lecturer: Menelaos Tzifopoulos

Goal of the course: The aim of the course is for the participants to discuss and reflect on the innovative methods and techniques that they can use in the future in the modern school as primary teachers. At the same time, through their involvement with digital tools and applications, they will have the opportunity to shape their own digital educational activities for the teaching of primary school lessons.

Learning Outcomes: The university student is expected to: · understand the concept of change and innovation in the modern school, · reflect on the means, methods and techniques of teaching leading to reconstructed teaching and pedagogical proposals; · know the relevant theory and research on digital literacy practices in school and out-of-school contexts, · come into contact with digital tools and digital applications of general and special educational-didactic purpose, · form an educational activity with the contribution of corresponding digital tools and applications, · reflect on the benefits of digital tools in the context of the "Technological Pedagogical Content Knowledge" (TPACK Model), · engage in collaborative activities, involving the appropriate digital mean, depending on the profile and readiness of primary school students, · formulate his/her own teaching examples through short-term didactic scenarios with the contribution of digital technologies, · realize and evaluate the relationship that arises between the development of technology and the readjustment of the role of the modern teacher and student, · outline the profile of the modern teacher, who is considered digitally literate, · transform from a critical point of view, a conventional teaching into teaching with modern methods and digital tools.

Prerequisites:-

Course Contents: The concepts of "change" and "innovation" in the modern school: theory and research. The content of the concept of "Creative Destruction": educational implications and a critical approach to the subject. Literacies, Multiliteracies, Computer and Digital Literacy, Critical Digital Literacy. Digital technology in times of crisis and pandemic: from conventional teaching to dynamic forms of distance learning.

Modern teaching techniques with the use of digital technologies: The Model of Technological Pedagogical Content Knowledge: Is a - formerly- traditional profession changing? Social Media in Education: Creating "closed" and "open" learning communities. "Workshops" utilizing digital applications: timelines, comics, conceptual mapping, storytelling, photostories, blogs.

Basic Literature:Koutsougiannis, D. (2011). Adolescent digital literacy practices and identities. Thessaloniki: Center for the Greek Language.

[Κουτσογιάννης, Δ.

(2011). Εφηβικές πρακτικές ψηφιακού γραμματισμού και ταυτότητες.

Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας].

Roblyer, M.D., & Doering, A.H. (2014).

Educational Technology and Instruction.

[Εκπαιδευτική τεχνολογία και διδασκαλία. Μ. Μουντρίδου (επιμ.,

μτφρ.). Αθήνα: Εκδοτικός Όμιλος Ίων].

Tzifopoulos, M. (2016). Candidate teachers in the digital era. Digital

Literacy Practices. Thessaloniki: Zygus Pub. [Τζιφόπουλος, Μ. (2016).

Υποψήφιοι εκπαιδευτικοί στην ψηφιακή εποχή: πρακτικές ψηφιακού

γραμματισμού. Θεσσαλονίκη: Ζυγός].

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Formative assessment. Creating a blog, integrating digital applications

Language of Teaching:Greek

Course Title:TEACHING METHODOLOGY OF THE STUDY 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:Teaching: 39 hours, Planning and Preparation: 60 hours, Observation in the school: 5 hours, teaching: 2 hours, reflection and evaluation: 6 hours, preparation and cooperation (essays): 15 hours, preparation for final exams: 20 hours, final written exams: 3 hours. (150 hours).

Name of Lecturer:Papanikolaou Anastasios

Learning Outcomes: Students are expected:

1. To define the principles, aims and characteristics of the Study of the Environment.
2. To design, implement and evaluate appropriate learning strategies.

Prerequisites: None

Course Contents: Study of the Environment: Principles, Aims, Characteristics. Modern teaching methods. Evaluation methods. Curriculum design and lesson planning. Simulations – Workshop: Brainstorming and Concept maps. Project method. Field study. Role playing. Games and art. Designing, implementing and evaluating lesson plans in schools.

Basic Literature: Georgopoulos, A., Nikolaou, K., Dimitriou, A., Gavrilakis, K., Blionis, G. (2014). Earth: a Small and Fragile Planet. Athens: Gutenberg (in Greek). [Eudoxus code: 33036770]
Lambrinos, N. (2009). Teaching about school geography. Thessaloniki: Grafima Press (in Greek). [Eudoxus code: 1170]
Semoglou, K., Tzani, V. (2014). I play and I learn: Study of the Environment with the Pahnidi family. Athens: ION (in Greek). [Eudoxus code: 41964019]
Taratori-Tsalkatidou, E. (2015). The Project Method in Theory and in Practice. Thessaloniki: Kyriakides Bros Publications (in Greek). [Eudoxus code: 50662946]

Methods of Teaching: Lecture, Discussion, Work in small groups, Simulations, Practical applications.

Evaluation Methods: Active participation in the lessons (20%), Practical applications (preparation, implementation, analysis, observation) (60%), Written examination (20%).

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:Adjunct Staff

Learning Outcomes: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.
Δελικωσταντής 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 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:Tamoutselis Nikolaos

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

Learning Outcomes: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 / PEDAGOGICAL 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.
- Παπαζαρχής, 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

Learning Outcomes: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

1.2 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)
Learning Outcomes: 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 assignment (80%), participation in activities of the lesson (20%)

Language of Teaching:Greek

Course Title:Mental Health in School Environment

Course Code:EE181

Type of the course: Free Elective

Course Level:Focused

Year of Study:3rd, 4th

Semester:6o, 8o

ECTS:4

Course Work Load:Teaching 39 hours, Bibliography search and study for individual and group work 20 hours, Collection and processing of research data 15 hours, Preparation for the exams 33 hours, Exams 3 hours (110 hours).

Name of Lecturer:Vasiou katerina.

Learning Outcomes: Students are expected:

1. To understand the role of the school as a framework for supporting students' mental health
2. To recognize children's anxiety disorders.
3. To understand which intra-school factors threaten students' mental health.
4. To apply practices to enhance students' mental health
5. To realize the role of friendship and peer relationships in the school context.
6. To evaluate school bullying phenomena and their effects on students.
7. To solve case studies about developing communication skills between classmates.
8. To design programs to enhance students' self-esteem.
9. To cultivate students' respect and sensitivity towards diversity.
10. To design and implement crisis management programs in the school community.

Prerequisites: There is no requirement for this course

- Course Contents:**
1. School as a framework for supporting students' mental health.
 2. Anxiety disorders in childhood.
 3. Intra-school factors that threaten students' mental health.
 4. Teachers' practices to enhance students' mental health.
 5. Interpersonal relationships and communication skills.
 6. School bullying and conflict resolution.
 7. Self-esteem.
 8. Recognition and respect for multiculturalism and diversity.
 9. Demonstration of sensitivity towards gender issues.
 10. Crisis management in the school community.

Basic Literature: Cunningham, J. M., & Suldo, S. M. (2014). Accuracy of Teachers in Identifying Elementary School Students Who Report At-Risk Levels of Anxiety and Depression. *School Mental Health*, 6(4), 237-250.
Vassou, V., Vassiou, A., Stavropoulos, V., & Chaintouti V. (2017). The Relationship between Boredom, Interpersonal Closeness / Bullying and Victimization in the School Environment. *Psychology and Behavioral Science International Journal*, 6 (3), 1-8.

Methods of Teaching: Lectures, Workshops

Evaluation Methods: Written examinations (final evaluation, 60%), Assignment (formative evaluation/group project, 40%).

Language of Teaching: Greek, English

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)

Learning Outcomes: 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 impart 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:Information Literacy-Scientific and Technical Terms Writing

Course Code:EU533

Type of the course:Elective

Course Level:Focused

Year of Study: 3rd, 4th

Semester:5th, 7th

ECTS:4

Course Work Load:Lectures and workshop exercises: 23 hours
Bibliographic search of sources (printed and electronic) preparation for writing (tutorials, dissertations): 14 hours
Presentation and commentary on the assignments: 30 hours
Cooperation with the professor: 10 hours
Written exam: 3 hours

Name of Lecturer:Athanasios Vaitsakis

Learning Outcomes: Upon completion of the courses in the aforementioned semesters, students will be able to:

- a) Format the title of the scientific paper accurately (e.g. title, subtitle, etc.),
- b) Distinguish the types of the scientific paper and the structural elements of its writing (e.g. monograph, article, manual, etc.),
- c) Compose the theoretical part (Part A) and the research-practical part (Part B) of a paper,
- d) Be able to use tables and diagrams to present the results of a scientific paper,
- e) Illustrate their thoughts and the material they used to write their paper with clarity, simplicity, completeness, precision and coherence adopting an academic-scientific writing style,
- f) Deal with issues of language, scientific terminology and translation of terms from foreign language literature,
- g) Record the bibliographic references they used and the duration of writing papers according to the internationally established APA (American Psychological Association) standard,
- h) Record bibliographic references with other internationally established bibliographic standards (e.g. MLA, CHICAGO, TURABIAN, etc.),
- i) Avoid any kind of copying in their works (plagiarism),
- j) Treat writing as a creative act and above all with critical spirit and thinking (critical literacy),
- k) Know the main and peripheral concepts of the content of a paper, as well as the connections between them.

Prerequisites:---

Course Contents:Epistemological assumptions of scientific writing.

Methodological and epistemological issues for scientific writing, i.e. issues concerning the validity and feasibility of a scientific work.

Commitments and consequently obligations of the author.

Topics relating to the structure, content and form of scientific discourse.

General diagram of a task.

Issues of documentation, terminology, semantic coherence, language formulation, expression and syntax.

Bibliographic search (library websites, access to OPACs and other electronic catalogs e.g. Heal-Link, DOAJ, SCIELO, etc.).

Recording of printed and electronic sources, organization of contents (e.g. Mixed and Decimal system).

Title configuration (e.g. main, disjunctive, etc.).

Avoid copying quotes from other authors (plagiarism).

Possible uses of quotation marks and paraphrasing rules.

Author benefits.

Basic Literature:Liandas, G. M. & Maras, A. G. (2014). Modern Scientific Technology. K. & M. Ant. Stamoulis.

Zafeiropoulos, K. (2015). How is a scientific paper done? Scientific research and writing papers, 2nd ed. Critique.

Suggested additional reading:

Eco, M. (1994). How to make a thesis. Island.

Bourliaskos, V. G. I. (2010). How to do a scientific paper: Practical guide. Dionysus.

Methods of Teaching: Exercises (individual and group) in the form of a workshop, recording questions and processing answers, presentations of students' work.

Evaluation Methods: Application of theory and composition of assignments through laboratory exercises (formative assessment: 40%)

Written examination (final assessment, 60%).

Language of Teaching: Greek

Course Title: School climate and school culture

Course Code: EE 177

Type of the course: Free selective

Course Level: Deepening

Year of Study: 4th

Semester: 7th

ECTS: 4

Credits: 3

Course Work Load: Instruction 39 hours, preparation of student 18 hours, cooperation with the teacher and preparation for assignments 12 hours, individual or group student assignments/research/study 25 hours, preparation for the exams 23 hours, written examination 3 hours.

Name of Lecturer: Georgios Iordanidis

Expected Outcomes: **At the level of knowledge**, the students are expected to have proven knowledge and critical understanding of theories and principles related to the school climate and school culture.

At the skill level, the students are expected to possess advanced skills; and be able to demonstrate the required skills and innovation to solve complex and unforeseen problems related to the school climate and school culture.

At the capacity level, the students are expected to be able to administrate complex technical or professional activities or projects, undertaking the responsibility for making unforeseen decisions in work or study environments. It is also expected to take responsibility for the management/administration of professional development of individuals and groups in this field.

The decoding of the concepts of school culture and school climate; and exploration of their conceptual differences. Determination of the qualitative characteristics of school culture and school climate. Determination of parameters and determinant factors of shaping school culture and school climate. Investigation of measurement tools of school culture and school climate. Study of the research data for school culture and school climate in the Greek educational system/context. Study of the relationship between school culture, school climate and school effectiveness. Study of the relationship between school culture, school climate and school leadership.

Learning goals:

Prerequisites: -

Course Contents:

1. Introduction to Organizational Culture
2. Conceptual definition of school culture
3. Aspects of school culture
4. Functions - Dysfunctions of school culture
5. Determinant factors of school culture
6. Measuring of school culture
7. Conceptual definition of school climate
8. The school climate as a determinant factor of school culture
9. Determinant factors of school climate
10. Techniques and research tools for measuring school climate
11. Relationship between school climate and school effectiveness
12. School leadership - school culture - school climate

- Basic Literature:** Ashkanasy, N.M., Wilderom, C.P.M., & Peterson, M.F. (Eds.). (2011). *The Handbook of Organizational culture and climate* (2nd ed.). London: SAGE Publications.
- Cameron, K.S., & Quinn, R.E. (2006). *Diagnosing and changing organizational culture: Based on the competing values framework*. New York: John Wiley and sons.
- Cameron, K.S., & Quinn, R.E. (1999). *Diagnosing and changing organizational culture. Based on the competing values framework*. Reading, MA: Addison Wesley.
- Cheng, Y.C. (2000). Cultural factors in educational effectiveness: A framework for comparative research. *School Leadership and Management*, 20(2), 207-225.
- Houtte, M.V. (2005). Climate or culture? A plea for conceptual clarity in school effectiveness research. *School Effectiveness and School Improvement*, 16(1), 71-89.
- Tsang, K.K. (2009). Three approaches to understanding and investigating the concept of school culture and school culture phenomena: implications to school improvement and school effectiveness. *Centre Journal*, 8, 86-105.
- Balasi, A., & Iordanidis, G. (2018). *The organizational culture of primary schools*. Thessaloniki: Kyriakidi. (in Greek).
- Pashiardi, G. (2001). *The school climate*. Athens: Tipothito. (in Greek).
- Pashiardis, P. (2004). *Educational leadership. From period of favorable indifference to modern times*. Athens: Metaichmio. (in Greek).
- Sotiriou, A., & Iordanidis, G. (2018). The climate of school and class as determinant factors of teachers' professional satisfaction. *Mentoras*, 16, 95–114. (in Greek).

Methods of Teaching: Lectures, discussions, presentations

Evaluation Methods: written examination, assignments

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:Adjunct Staff

Learning Outcomes: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*, (186-201), Atrapos: Athens.

Methods of Teaching:Lectures

Evaluation Methods:Assignment and examinations

Language of Teaching:Greek – English

19.ERASMUS program

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

UNIVERSITY OF KRAGUJEVAC
erasmus@kg.ac.rs<http://kg.ac.rs/eng/index.php>

INNSBRUCK UNIVERSITY Katharina.
Devich@uibk.ac.at <http://www.uibk.ac.at/international-relations/erasmus/incoming>

UNIVERSIDADE DE TRAS-OS-MONTES E ALTO DOURO
grim.coord@utad.pthttp://www.utad.pt/vPT/Area2/OutrasUnidades/GabineteRelacoesInternacionaisMobilidade/foreign_students/Paginas/foreign-students.aspx

KAHRAMANMARAS SUTCU IMAM UNIVERSITY
int-relations@ksu.edu.tr <http://disiliskiler.ksu.edu.tr/Default.aspx?SID=280> 5.

Karadeniz Technical University
sener.kara@ktu.edu.tr<http://ktu.edu.tr/ofinafen>

IUM Academy School
Napoli linasalomone@academyschool.it<http://www.laureamediazionelinguistica.com>

Karlstad University
collaboration@kau.se<http://www.kau.se/en>

Instituto Politecnico de Castelo Branco
gri@ipcb.pt<http://gri.ipcb.pt/en>
University of Cyprus
erasmus@ucy.ac.cy<http://www.ucy.ac.cy/ir/en/llp-erasmus/erasmus-studies/incoming-students>

University of Humanistic Studies-UTRECHT
io@uvh.nl<http://www.uvh.nl/english/studying/erasmus>
257 11.

Uludag University
intoffice@uludag.edu.tr<http://intoffice.uludag.edu.tr/index.php/en.html>

Necmettin Erbakan University
erasmus@konya.edu.tr<https://www.konya.edu.tr/erasmus/>

University of East Anglia
erasmus.partners@uea.ac.uk<http://www.uea.ac.uk/erasmus>

Universite D'Orleans
ri.espe@univ-orleans.fr<http://www.univ-orleans.fr/en/espe/international-relations>

Mehmet Akif Ersoy University
iro@mehmetakif.edu.tr<http://erasmus.mehmetakif.edu.tr/en/>

Ludwig-Maximilians-University- Munchen
international@lmu.de<http://www.lmu.de/en/international/incoming>

Aix Marseille Universite
erasmus-in-humanities1@univ-amu.fr<http://espe.univ-amu.fr/fr/offre-foe-formation-lespe-daix-marseille>

University of Salzburg
erasmus-incoming@sbg.ac.at
<http://www.uni-salzburg.at/index.php?id=45332&L=1> 19.

Wyzsa Szkola Humanistyczno-Ekonomiczna we Wlclawku
(Cuiavian University in Wlclawek) international@wshe.pl<http://www.wshe.pl/en>

NHL University
internationaloffice@nhl.nl
<http://www.nhl.nl/exchange-students/how-to-apply>

Abant Izzel Bayal University
erasmus@ibu.edu.tr <http://erasmus.ibu.edu.tr/index.php?lang=en&Itemid=11422>

Universite D'Angers
echange.international@listes.univ-angers.fr
<http://www.univ-angers.fr/fr/formation/formations-par-composante.html>

Krakow University-Andrzej Frycz Modrzewski
jmarcinkowski@afm.edu.pl<http://www.ka.edu.pl/en/erasmus-incoming-students/>

"1 Decembrie 1918" University of Alba Iulia
bpc@uab.rohttp://www.uab.ro/upload/erasmus_guide.pdf

Nisantasi University
erasmus@nisantasi.edu.tr
<http://www.nisantasi.edu.tr/>

Frederick University
erasmus@frederick.ac.cy<http://www.frederick.ac.cy/>
European University of Cyprus
erasmus@euc.ac.cy<http://www.euc.ac.cy/easyconsole.cfm/id/1246>

University of Helsinki-Faculty of Behavioural Sciences
erasmus-inst@helsinki.fi
<https://www.helsinki.fi/en/studying/new-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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Telephone

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Professor

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+30 - 23850-55066

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E-mail address

Telephone

Kamaroudis Stavros

Associate Professor

akamaroudis@uowm.gr

+ 30 - 23850-55025

20. 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.

Courses and Holidays

Courses are interrupted:

- from Christmas Eve until the day after Epiphany (Christmas holidays)
- from Good Friday until the following Monday
- From Holy Monday to Sunday of Thomas (Easter holidays)
- on the day of the general student elections
- on the day of the rector's elections

Also, classes are not held during the following holidays:

- National holiday, October 28
- Anniversary of the liberation of Florina, November 8
- November 17
- Feast of the Three Hierarchs, January 30
- National Independence Day, March 25
- May 1
- the months of July and August are defined as the summer holiday period