Erasmus Program

Department of Early Childhood Education

Technological Educational Institute (TEI) of Epirus
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Ioannina – Athens
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The Technological Educational Institute (T.E.I.) of Epirus was founded in 1994 in the northwestern part of Greece. It is a Public Institution, completely self-governed, and belongs to the technological sector of Greek Tertiary Education. It functions under the supervision of the Minister of Education and Religious Affairs. It has its main Campus and administrative centre in Arta and Departments in Ioannina, Preveza and Igoumenitsa. The Department of Early Childhood Education belongs to the Faculty of Health & Welfare Professions, located in Ioannina.

Department of Early Childhood Education

Aims: The curriculum of the Department covers the education & care in infants and toddlers. The mission of the Department is to promote the creation, development and dissemination of knowledge in sciences of early childhood education and care of infants and preschool aged children through teaching and applied research. As part of its mission, the Department:

- Promote the development and transmission of knowledge in the sciences of the daily treatment and care of infants and preschool children by teaching and applied research and
- Conducts research
- Facilitates students in developing abilities and skills that will enable them to compete in national and international environment
- Prepares students to be receptive to changes according to the transforming educational, economic and social conditions at regional, national and international environment

Educational Objectives

The undergraduate program in the department of Early Childhood Care Education is a four-year program for students preparing to work with preschool children. The program enables students to create and maintain optimal settings in order to help young children to develop optimally to their fullest potential based on the multiple challenges of child development knowledge and its relevance as a determinant of educational objectives and practices in early childhood care and education.

Policy & Regulations of the Technological Educational Institute (T.E.I.) of Epirus

Cycles of Studies
The basic training period at Technological Educational Institute of Epirus is the teaching semester. Each academic year, which begins on September 1st and ends on July 5th, consists of two separate semesters: the winter and the spring semester.

Organization of Studies
Undergraduate studies in Technological Educational Institute (T.E.I.) are based on semesters and each academic year consists of two semesters: winter and spring. The study programmes consist of:

- Core Modules (CM)
- Specific Modules (SM)
- Specialization Modules (SM)
- Modules of Management, Finance & Accounting, Legislation and Humanities
- Optional Modules, (OM) (which provide general education)

When modules of a group are interconnected, this group is named group of prerequisite modules. These groups differ in each Department and students should get all the appropriate information about them in the special departmental study guides. A student must pass the prerequisite modules of the corresponding groups, one by one, successfully.
**Attendance**

Students attend all courses defined during their enrollment. The teaching hours for each subject are announced on the Departmental timetable. During the semester the minimum number of students who must be present in a lesson so as to take place is 30% of the students registered to attend the course.

Course modules can have either a theoretical or a laboratory part, or both. Participation in tutorials is compulsory and checked by the teacher. Students are required to attend at least 80% of the tutorials in order to be entitled to participate in the exams at the end of the semester.

**Exams**

After the completion of the 15-week teaching period, all students have to sit final exams in each course. The time allowed for each course examination must not exceed three hours. The responsibility for carrying out the course examination lies with the person who has taught the course. A student, in order to successfully complete a course has to get at least a grade 5 in the grading scale 0-10. If a student fails at a course examination in the first examination period, he/she can take an examination of the same course during the second period. For the tutorial courses, a final written exam is not obligatory. The final grade is given either by the final exam itself, by continuous lab tests and essays which take place throughout the semester or by a combination of them. When the course consists of a lecture and tutorials work, the student must obtain a grade of 5 for both lecture and laboratory work.

**Institutional Grading System**

Marking range is between 0 -10. An average of five is adequate for obtaining a degree.

**Grading System**

- From 8, 5 to 10 = Excellent
- From 7 to 8, 4 = Very good
- From 6 to 6, 9 = Good
- From 5 to 5, 9 = Poor

5 is the lowest passing mark A Grade below 5 means the student has failed and must be examined again, or repeat the course.

Equivalent ECTS Grades ECTS Grades Institutional Grading System A 9-10 B 8-8,9 C 7-7,9 D 6-6,9 E 5-5,9 F 0-4,9

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**Courses in English for Erasmus students**

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<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Hours /week</th>
<th>Semester</th>
<th>ECTS</th>
<th>Course Syllabus</th>
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| ECE1020| Infant/toddler Care & Education | 3           | Autumn       | 7,5  | *Basic Scope:* Students acquire the basic knowledge about the education and care of children 0-3 years.  
  *Badic Aims for students:*  
  - Knowledge about the general developmental and educational needs of children's care (0-36 months).  
  - Creating the appropriate environment for optimal young children's development. |
| ECE2031| Developmental Psychology I     | 3           | Autumn/Spring| 7,5  | *Basic Scope:* The study of human growth and development in early childhood.  
  *Badic Aims for students:*  
  - To examine early childhood behavior from a biopsychosocial perspective  
  - To become familiar with age-related changes in behavior, personality, and physiological maturation and basic developmental milestones  
  - To understand growth and development within socio-cultural environment and under the influence of biological and cultural processes. |
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</thead>
</table>
| ECE5041 | Clinical Psychology     | 3          | Autumn/Spring| 7.5  | Basic Scope: The study of the major theories and the complexity of factors affecting human behavior and the role of the clinical psychologist.  
Basic Aims for students:  
❖ To understand the complexity of human behavior  
❖ To obtain knowledge about mental health issues  
❖ To become familiar with assessment, consultation and research pertaining to clinical issues of human development |
| ECE7020 | Counseling Psychology   | 4          | Autumn       | 10   | Basic Scope: The study of counseling field that encompasses research and application of early preventive and intervention programs.  
Basic Aims for students:  
❖ Become familiar with and critically examine knowledge in counselling psychology with respect to its validity, applicability, limits, and interface with other disciplines.  
❖ Examine personal, interpersonal and professional development.  
❖ Practicing various counseling skills in early intervention programs. |
| ECE7071 | Theatre in Education    | 4          | Autumn/Spring| 7    | Basic Scope: The study of theatre/drama practices that aid the educational process.  
Basic Aims for students:  
❖ Use of theatre as an educational tool.  
❖ Use of movement, voice concentration, improvisation, the art of pantomime and role play. |
| ECE1060 | Music in Education      | 4          | Autumn/Spring| 7    | Basic Scope: The study of the main directions of theoretical and practical Music Education in the preschool age emphasizing on three categories of musical activities:  
- in music and the activities.  
- in the song.  
- in the language and in the musicality of language.  
Basic Aims for students:  
❖ The ability of planning musical activities for kindergarten.  
❖ Ability to reflect on the possibilities opened up by the use of music preschoolers.  
❖ Development of mood and ability to implement a variety of musical Child-economic activities in Station, with emphasis on singing, movement and rhythmic aspects of language. |