

Courses offered to Erasmus+ students

MUSIC EDUCATION I

Semester	1 st
Credits	6
Weekly teaching hours	5

Course overview

Upon completion of this course, successful students will be able to define the relevant approaches of the following results:

- Observation: Students will be able to recognize and classify different musical features through musical reading and writing.
- Application: Students will be able to apply and express various musical abilities developed during the program such as music writing and reading.
- Analysis: Students will be able to analyse basic musical texts that are intended to be used in nurseries and preschool age. The students should still be able to perform and communicate with children at the nurseries.
- Composition: Students will be able to gather specific information for a given purpose, process and formulate it towards new perceptions.
- Assessment: Students will be able to express views on subject matter related to the use of music in education, nursery schools and early childhood in general.

MUSIC EDUCATION II

Semester	2 nd
Credits	5,5
Weekly teaching hours	5

Course overview

In this lesson focus is given on the basic directions of the theoretical and practical Music Education in Early Childhood, with emphasis on the following categories of musical activities:

- Dramatization and sound stories
- Use of simple percussion / body instruments / self - made instruments
- Listening
- Non-conventional notation
- The history of Greek and Western Western music is presented in great detail from antiquity to the present day independently and in combination with the listening session.
- Furthermore emphasis is placed on creative activities, while the first attempts on improvisation and "composition" are being made.

FINE ARTS EDUCATION AND CREATIVITY

Semester	2 nd
Credits	5,5
Weekly teaching hours	5

Course overview

The lesson is an introduction to the history and teaching of art. It examines artistic creation and its essential role in social life. Art, beyond its aesthetic function, mobilizes the person's spirit and is a communication code. Knowledge of artistic heritage, understanding of the different forms of expression and awareness of the social role of art contribute to the integration of the personality.

Therefore, the purpose of the course for the students is to:

- understand basic concepts and principles of fine arts.
- get to know the history of art.

- realize the important role of fine arts in shaping personality, especially during childhood.
- develop criteria for the assessment and evaluation of fine arts and other works of their own and others (children, artists)

DEVELOPMENTAL PSYCHOLOGY I

Semester	2 nd
Credits	5
Weekly teaching hours	3

Course overview

The course aims at understanding cognitive, social and emotional development during infancy.

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

- Describe the developmental stages of the infant based on bio-social, psychodynamic cognitive and cultural approaches
- Compare and contrast the stages between different theories
- Associate each stage with the age and describe the characteristics and achievements of that stage
- Understand and realize the role of early experiences in the holistic development of the infant
- Recognize the evolutionary course of cognitive, emotional and social development in prenatal, perinatal and infant age.

EARLY CHILDHOOD EDUCATION

Semester	2 nd
Credits	5
Weekly teaching hours	3

Course overview

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

- Be aware of the historical development of Early Childhood Education.
- Understand the relationship between Early Childhood Education and practice.
- Become aware of the contribution of great educators to the advancement of Preschool Education, so that it can critically treat any theory or system.
- To know the conceptual framework of the multilevel process of "teaching"
- To know the creative approaches regarding the enhancement of learning in early childhood children.
- To acquire knowledge and skills for effective decision-making and proactive professional reflection.
- Use the didactic approaches that depend upon diversity of early childhood children.

To know what are the effective interventions that work in better management **of the learning environment**.

FIRST AID IN INFANTS AND TODDLERS

Semester	3 rd
Credits	5
Weekly teaching hours	3

Course overview

It is expected that after completing the course, the students:

- Will acquire general theoretical knowledge about the causes and categories of accidents and about the role of providing first aid in infancy.
- Will acquire the ability to understand and apply methods for identifying and tackling the accidents in infancy and early childhood.

- Will have the proven ability to intervene at the scene of the accident and, above all, acquire the implementation of accident prevention methods.

NEUROPSYCHOLOGY AND THE DEVELOPING BRAIN

Semester	4 th
Credits	7,5
Weekly teaching hours	3

Course overview

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

- Have a sound understanding of the functional neuroanatomy of the human brain and the mechanisms involved in higher cognitive and psychological functions, such as perception, memory, attention, language and emotions.
- Emphasis will be placed on the developing brain and the development of higher cognitive and psychological functions in preschoolers.
- A final learning outcome refers to the understanding of the biological basis of behavior in young children with neurobehavioral disorders.

NEURODEVELOPMENTAL DISORDERS

Semester	5 th
Credits	6
Weekly teaching hours	3

Course overview

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

- Comprehend the neural development (developmental changes in the brain's structure and activity) as the basis of psychological and cognitive development
- Be familiar with the effects of early brain insult on behavior and specific neurodevelopmental syndromes and their neuropsychological profile in infants and preschoolers.

KINETIC EDUCATION IN THE PRESCHOOL AGE

Semester	5 th
Credits	6
Weekly teaching hours (Theory)	3

Course overview

The presentation of basic units for Kinetic Education, with particular emphasis on the physical and the socio-emotional and cognitive field, applying in pre-school age. It also introduces the logic of building learning and hence knowledge through the aims, objectives and pursuits of kinetic education, as they should be defined in relation to pupils' abilities and needs as well as current international trends in education. The dominant purpose of kinetic learning is the transfer to real conditions and rhythms.

The subject matter of the course is:

- The general principles that have been recorded to teach pre-school children
- Objectives and pursuits of kinetic education in pre-school education are presented.
- Indicative motifs of kinetic activities and games are developed, depending on the purposes, and aims of the kinetic education for children aged 3.5-6 years.
- The terminology which is an ancillary tool for the instructors in the lesson where the definitions of the concepts of kinetics are given.

Upon successful completion of the course the student will be able to:

- Understand and consolidate pedagogy and methodology of kinetic education at the age of 3-5 (preschool age).
- It will have the appropriate infrastructure to meet the requirements for learning and at the same time teaching the kinetic education in young children, thus contributing not to the development of individual muscular groups but to the overall mobility of the body with its full activation leading to the correct and child development.
- Be able to actively drive the children's attention, their learning and progress, by increasing their skills and creativity, through the methodical implementation of motor activities, mainly through the game.

PROFESSIONAL ETHICS

Semester	5 th
Credits	4
Weekly teaching hours (Theory)	3

Course overview

The course aims to provide students with the necessary knowledge about the principles and rules that determine their behavior in the workplace in relation to their colleagues, infants and with all the people they communicate with. In addition, the aim of the course is to prepare the student for possible problems that he/she can face in the workplace in daily communication with both infants and their guardians.

CRITICAL REFLECTION AND PERSONAL DEVELOPMENT

Semester	6 th
Credits	4,5
Weekly teaching hours	3

Course overview

The aim of the course is to examine the understandings of critical reflection on a multifaceted basis and its interconnection with the personal/professional development of students, as well as with the provision of quality learning and development opportunities for children. In particular, are being explored the theoretical and practical implications of the concept of critical thinking in the context of learning and development as well as skills related to it. Issues of meaning-making and transformation of experience are also considered, along with the importance of a critically reflective early years' practitioner and the implications of engaging children in reflective practices.

ICT IN EARLY CHILDHOOD EDUCATION

Semester	6 th
Credits	4,5
Weekly teaching hours	3

Course overview

The main objective of the course is to familiarize students with new technologies as a pedagogical tool in the implementation of educational programs and activities in preschool education.

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

- know about ICT and multimedia applications in preschool education
- promote safe use of new technologies in pre-school education
- appreciate modern teaching approaches in pre-school education
- utilize new technologies as a pedagogical tool in the development and implementation of educational programs in preschool education.

PARENTAL ENGAGEMENT IN EARLY CHILDHOOD EDUCATION AND CARE

Semester	6 th
Credits	5
Weekly teaching hours	3

Course overview

The course aims to explore the theoretical and practical dimensions of parent-teacher cooperation and parental engagement in early childhood education and care, with the ultimate goal of ensuring a more effective and of high-quality education and care. This goal will be achieved through the general study and understanding of a range of contemporary approaches, issues and practices related to parental engagement and at the same time through the specialized engagement and study of specific approaches, issues and practices.

CONTEMPORARY TRENDS OF EARLY CHILDHOOD-METHODS & APPLICATIONS OF CONTEMPORARY TEACHING MODELS IN EARLY CHILDHOOD

Semester	7 th
Credits	5
Weekly teaching hours	3

Course overview

In this course, the students become aware of the new trends that have been developed in important issues of Early School Education. Various models, methods and programs from international practice aiming at the systematic investigation of the issues of Early Childhood Education. Current trends from a comparative point of view that highlights different developments and alternative proposals for didactic, educational practice.

Students become familiar with contemporary trends in Early Childhood Education, evaluate the results of modern teaching approaches for the educational practice in conjunction with the knowledge of alternative ways about early childhood education as well as instructing educators. Learn how to plan and plan educational work at the Kindergarten, utilize teaching methods and tools, design and implement activities. Also plan on implementing project plans, exploit the Project method and the interdisciplinary approach to learning processes, and form the corresponding environmental conditions in the kindergarten.

CHILD'S CARE & EDUCATION II

Semester	7 th
Credits	7,5
Weekly teaching hours	7

Course overview

The course deals with the current trends and approaches in quality evaluation and quality assurance in early childhood education and care. Students learn about both theoretical and practical issues related to quality assessment. The aim of the course is the general study and understanding of a range of modern approaches in this field, as well as the more specialized engagement and study of some of the main dimensions and perspectives of the quality of early childhood education and care. The course highlights the need to monitor European recommendations and the actions of European institutions and bodies, as well as the importance of continuous assessment and self-evaluation of our approaches and our program in general to ensure that all children are provided with quality experiences.