

EARLY YEARS LEARNING AND CARE DEPARTMENT, UNIVERSITY OF IOANNINA

COURSE OUTLINE

CONTENTS

1st Semester (Α' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	4
INFANT'S CARE AND EDUCATION I.....	5
INTRODUCTION TO EDUCATION SCIENCES	7
INTRODUCTION TO PSYCHOLOGY	10
GREEK LANGUAGE, HISTORY & CULTURE.....	12
HEALTH EDUCATION.....	14
MUSIC EDUCATION I.....	16
2nd Semester (Β' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	18
INFANT'S CARE AND EDUCATION II.....	19
EARLY CHILDHOOD EDUCATION.....	21
DEVELOPMENTAL PSYCHOLOGY I	23
NEONATOLOGY.....	25
FINE ARTS EDUCATION & CREATIVITY.....	27
MUSIC EDUCATION II.....	29
3rd Semester (Γ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ).....	31
NUTRITION AND CHILD DEVELOPMENT	32
TEACHING METHODOLOGY OF ACTIVITIES – PAEDAGOGICAL PLAY.....	34
DEVELOPMENTAL PSYCHOLOGY II	36
RESEARCH METHODS IN EDUCATION	38
FIRST AID IN INFANTS & TODDLERS	40
THEATRE AND DRAMA IN EDUCATION.....	42
4th Semester (Δ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	44
ORGANIZATION SPACE OF A NURSERY CENTER.....	45
TEACHING-METHODOLOGICAL APPROACHES AND PROGRAMMS IN EARLY CHILDHOOD.	47
NEUROPSYCHOLOGY AND THE DEVELOPING BRAIN.....	50
INTRODUCTION TO CHILDREN'S LITERATURE	52
MUSEUM EDUCATION.....	54
5th Semester (Ε' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	56
SPECIAL EDUCATION.....	57

MANAGEMENT IN EARLY CHILDHOOD EDUCATION	59
NEURODEVELOPMENTAL DISORDERS.....	61
KINETIC EDUCATION IN THE PRESCHOOL AGE.....	63
PUPPET THEATPE.....	65
EDUCATIONAL MATERIAL AND THE IMPLEMENTATION OF TEACHING IN EARLY CHILDHOOD.....	67
PROFESSIONAL ETHICS	69
6th Semester (ΣΤ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	71
CHILD'S CARE AND EDUCATION I	72
INTERCULTURAL EDUCATION - TEACHING APPLICATIONS IN EARLY CHILDHOOD	74
DEVELOPMENTAL PSYCHOPATHOLOGY	76
CHILDREN'S LITERATURE – NARRATIVE THEORY.....	78
CRITICAL REFLECTION AND PERSONAL DEVELOPMENT.....	80
ICT IN EARLY CHILDHOOD EDUCATION	82
BUSINESS INNOVATION.....	84
PARENTAL ENGAGEMENT IN EARLY CHILDHOOD EDUCATION AND CARE	86
7th Semester (Ζ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)	88
CHILD'S CARE & EDUCATION II.....	89
CONTEMPORARY TRENDS OF EARLY CHILDHOOD-METHODS & APPLICATIONS OF CONTEMPORARY TEACHING MODELS IN EARLY CHILDHOOD	91
EARLY CHILDHOOD DEVELOPMENTAL FRAMEWORKS CRITICAL REVIEW SEMINAR	94
TRAINING OF EARLY CHILDHOOD EDUCATORS.....	96
ENVIRONMENTAL EDUCATION	99
MANAGEMENT OF EARLY CHILDHOOD TRANSITION STAGES.....	101
INDUSTRIAL RELATIONS	103
8th Semester (Η' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ).....	105
COGNITIVE DEVELOPMENT AND EDUCATIONAL APPLICATIONS IN PRESCHOOL EDUCATION	106
HUMAN RESOURCE MANAGEMENT IN EDUCATION.....	108
COUNSELING PSYCHOLOGY.....	110
DEVELOPMENTAL PAEDIATRICS	112
SOCIAL EDUCATION IN EARLY CHILDHOOD.....	114
PSYCHOLOGICAL INTERVENTIONS IN OPEN CONTEXTS: ACTIONS OF MINORITIES.....	117
ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CARE	119
PLACEMENT	121
BACHELOR THESIS.....	123

1st Semester (Α΄ ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1011	SEMESTER	1 st
COURSE TITLE	INFANT'S CARE AND EDUCATION I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to provide students with the basic knowledge they need to care and education of infants between the ages of 0 and 1 year. Through a combination of theoretical and practical knowledge, the most important aspects of infant's development and care are covered.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of the prenatal period from pregnancy to childbirth. • Identify and assess the condition of the newborn • Have knowledge of the general principles of child care (0-12 months). • Understand its role as a pre-school teacher and applies the knowledge that has acquired in practice. • Create a suitable environment for the reception of the infant so that the child feels safe and grows properly. • Distinguish and cover the primary needs of the child (physical, motor, emotional, social, mental)
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Working in an international environment • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Pregnancy. 2. Prenatal period. 3. Preparation of infant reception (clothing - furniture - utensils - room). 4. Perinatal period. 5. Birth. 6. Coverage of basic needs (sleep - diet - development) in its first year life of the infant 7. Infant development (emotional, kinetic, cognitive, skills, sensory) 0-12 months. 8. Monitor the health development of the infant (0-12 months).
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	52
	Study of bibliography	31
	Exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. Shelov, S. (2012). Ο πρώτος χρόνος του μωρού σας, Εκδόσεις: Broken Hill Publishers LTD.
2. Cole, M. & Cole, SR. (2000). Η ανάπτυξη των παιδιών. Τόμος 1. Εκδόσεις: Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε. 1η εκδ.
3. Woolfson, RC., Richley, A. & Kew, L. (2010). Ο πρώτος χρόνος του μωρού σας από μήνα σε μήνα. Αθήνα: Ψυχογιός.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1021	SEMESTER	1 st
COURSE TITLE	INTRODUCTION TO EDUCATION SCIENCES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course the students come in first contact with the basic concepts and the historical evolution of the Educational Sciences. There is also a focus on the epistemological foundations of the Education Sciences. Progressive initiation of the students in the methodological tools (research methods) of the Education Sciences. Sectors of Pedagogical Science and its relationship with other sciences. Possibilities and necessity of treatment in humans. The limits of the treatment and the problem of the individual's freedom. How does inheritance and the environment affect Humanity? Possibilities and limits of Education. Learning Objectives and their relationship with Modern Pedagogy, factors that affect the purposes of Education. Theories about Change of Behaviour. Pedagogical relationship and behaviour, basic pedagogical ways of behaviour of the educator in the pedagogue (authoritarian, democratic, absolute freedom), authoritarian-anti-authoritarian education, education - family - nursery / kindergarten, society and education (society's influence on the education). Students are aware of the problems and the findings of Pedagogical Science, its relation to the other sciences, Anthro-po-biology and Education, the possibilities and limits of Education, the social environment and the necessity of Education. They realize that Education is a complex process and should not be treated with relative ease and irresponsibility. As early childhood educators, they should be constantly informed about the discussions and priorities of Pedagogical Science.</p> <p>Students understand that the problems of Education nowadays have a priority in the prioritization of social aspirations and are considered to be of particular importance for the whole development of human.</p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> • Be aware of the value and importance of Pedagogy as a Science. • To distinguish pedagogical terms, education, pedagogy, learning, training, cultivation. • Be aware of the historical evolution of Pedagogical Science. • Understand the role of the family and preschool education centre in child development. • To be informed regarding the behaviour of the modern early childhood educator.
General Competences
<ul style="list-style-type: none"> • Autonomous Work • Teamwork • Demonstration of social, professional and moral responsibility and gender sensitivity • Exercise of criticism and self-criticism • Promoting free, creative and inductive thinking • Adaptation to new situations. • Decision making

- Respect for diversity and multiculturalism

3. SYLLABUS

1. Pedagogy as a science.
2. Basic concepts and basic questions of pedagogics (educator, trainee, learning, education, socialization, training, cultivation).
3. Subject of Pedagogy.
4. The historical evolution of Pedagogy.
5. Sectors of Pedagogical Science.
6. Relationship of Pedagogy with other sciences.
7. Methods of research (empirical: questionnaire, interview, experiment, observation, theoretical methods: interpretive, phenomenological, dialectical, anthropological preconditions of education, biological knowledge).
8. Capability and necessity of treatment in humans.
9. The limits of treatment and the problem of the individual's freedom.
10. How heredity and the environment affect the treatment of humans.
11. Possibilities and limits of education.
12. Aims of treatment and their relation to modern pedagogy, factors that affect the purposes of education.
13. Theories of behavioural change.
14. Pedagogical relationship and behaviour, basic pedagogical ways of behaviour of the educator in the trainee (authoritarian, democratic, absolute freedom, authoritarian - anti-authoritarian education, education - family - nursery / kindergarten, society and education (influence of society in education)).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class, Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching, in the Communication with the students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Individual/group essay writing	34
	Individual Research & Bibliographical analysis	52
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (50%) which includes: Short Response Questions Evaluation questions of critical competence Presentation (50%) of individual or group work and a written work	

5. ATTACHED BIBLIOGRAPHY

1. Ξωχέλλης, Π. (2018). Εισαγωγή στην Παιδαγωγική. Θεμελιώδη προβλήματα της Παιδαγωγικής Επιστήμης. Θεσσαλονίκη: Αδελφών Κυριακίδη ΑΕ.
2. Ξωχέλλης, Π. (2016). Κομβικοί σταθμοί στην ιστορία της εκπαίδευσης κατά τη διάρκεια του εικοστού αιώνα. Θεσσαλονίκη: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ Α.Ε.
3. Μετοχιανάκης, Η. (2013). Εισαγωγή στην Παιδαγωγική Α'. Αθήνα: Ν. ΣΑΝΙΔΑΣ.
4. Αντωνίου, Χ. (2011). Παιδαγωγοί και Παιδαγωγική στην Ελλάδα. Αθήνα: Πατάκη.
5. Κρίβας, Σ. (2007). Παιδαγωγική επιστήμη: Βασική θεματική. Αθήνα: Gutenberg.
6. Mialaret, G. (2011). Περί Παιδαγωγικής και Εκπαίδευσης. Αθήνα: Δαρδανός.
7. Ματσαγγούρας, Η. (2009). Εισαγωγή στις επιστήμες της Παιδαγωγικής. Αθήνα: Gutenberg/Δαρδανός.
8. Χατζηδήμου, Δ. (2009). Εισαγωγή στην Παιδαγωγική. Συμβολή στη διάχυση της παιδαγωγικής σκέψης. Θεσσαλονίκη: Αφοί Κυριακίδη.
9. Κιτσαράς, Γ. (2001). Προσχολική Παιδαγωγική. Αθήνα: Ν. ΣΑΝΙΔΑΣ.
10. Γρόλλιος, Γ., Γούναρη, Π. (2016). Απελευθερωτική και κριτική Παιδαγωγική στην Ελλάδα. Αθήνα: Δαρδανός.

11. Κογκούλης, Ι. (2003). Εισαγωγή στην Παιδαγωγική. Θεσσαλονίκη: Αφοί Κυριακίδη.

Συναφή επιστημονικά περιοδικά:

- Παιδαγωγική Επιθεώρηση
- *International Journal of Early Childhood*

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1031	SEMESTER	1 st
COURSE TITLE	INTRODUCTION TO PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course is the main introductory course in the science of Psychology. The subject matter of the course aims at introducing the students to the basic concepts of Psychology, Cognitive Psychology, Developmental and Evolutionary Psychology. It also refers to introductory concepts related to research methodology in psychology and basic principles of research planning and exploration of humanities. Finally, the course aims at students' appreciating the importance of psychology in understanding the development of the child, which is also a basic subject of early childhood education and care studies.</p> <p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the basic characteristics of Psychology as a science in general, as well as of Cognitive and Developmental Psychology in particular • Describe and use key concepts in the evolution of Psychology as an independent scientific discipline • Distinguish the main branches of psychology and appreciate their role in understanding human behavior • To possess basic research methodology principles
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Working independently • Team work • Criticism and self-criticism • Production of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Background - history of Psychology 2. Methods and Ethics 3. Biological basis of human behavior 4. Development 5. Learning 6. Perception 7. Memory 8. Thought
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9. Language
10. Motives-Emotions-Consciousness

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PPTs, Audio-Visual Media, Videos, Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Analysis of Bibliography	31
	Individual study	52
	Exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Final written exams (100%) including: - Multiple choice questions - Open questions	

5. ATTACHED BIBLIOGRAPHY

1. Wade C., & Tavis C. (2017). *Ψυχολογία* (Επιμ. Μ. Μαρκοδημητράκη & Β. Τσούρτου). Θεσσαλονίκη: Εκδόσεις Τζιόλα.
2. Schacter, D., Gilbert, T., Wegner, D. & Noch, M. (2018). *Ψυχολογία*. (Επιμ. Στ. Βοσνιάδου). Αθήνα: Gutenberg.
3. Βοσνιάδου Στ., Νασιάκου Μ., Χαντζή Αλ., Φατούρου-Χαρίτου Μ. (2011). *Εισαγωγή στην ψυχολογία – Ενιαίο*. Αθήνα: Gutenberg.
4. Βοσνιάδου, Σ. (2001). *Εισαγωγή στην Ψυχολογία* (τόμος Α). Αθήνα: Gutenberg.
5. Haves, N. (2011). *Εισαγωγή στην Ψυχολογία*. (Τόμος Α). (Επιμ. Α. Κωσταρίδου-Ευκλείδη) (μτφ. Κ. Σύρμαλη & Γ. Σπανούδης). Αθήνα: Πεδίο.
6. Συλλογικό (2003). *Εισαγωγή στη Ψυχολογία του Hilgard*. (Μτφρ. Μ. Σόλμαν). Αθήνα: Εκδόσεις Παπαζήση.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1041	SEMESTER	1 st
COURSE TITLE	GREEK LANGUAGE, HISTORY & CULTURE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>This course aims to familiarize students with historical, cultural and linguistic elements of Greek language.</p> <p>After successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the linguistic varieties of Greek language (accents & dialects), the regional, social and cultural richness of the Greek nation. • Understand the historical and contemporary characteristics of Greek culture. • Familiarise with historical texts characterising different historical periods for the Greek language and civilisation. • Develop communication and linguistic skills in early childhood education and care.
General Competences
<ul style="list-style-type: none"> • Respect for difference and multiculturalism. • Production of free, creative and inductive thinking. • Working in an interdisciplinary environment. • Working independently. • Team work.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Language and linguistic concepts. 2. Introduction to Greek History, Language and Culture. 3. Historical periods of Greek Civilization: 4. Prehistoric Hellenic period. 5. Greek history from the Mycenaean Era to Modern Greece. 6. Periods of Greek Language: from Ancient Greek to Modern Greek: 7. Ancient Greek dialects. 8. Hellenistic, Medieval and Modern Greek periods. 9. Modern Greek language dialects. Language issues in Greece, "Dimotiki" and "Katharevousa". 10. Youth and Modern Greek language. 11. Language Development in early childhood.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and Communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	40
	Autonomous study	51
	Bibliographic research	31
	Exams	3
	Course total (25 hours of work load per ECTS credit)	125
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.</p>	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. <i>Ιστορία της Ελληνικής Γλώσσας</i>. 2010. Συλλογικό (επιμελ. Μ. Κοτιδάκης). 2. Μπαμπινιώτης, Γ. 2002. <i>Συνοπτική ιστορία της ελληνικής γλώσσας</i>. Αθήνα. 3. Ανδριώτης, Ν.Π. 1995. <i>Ιστορία της ελληνικής γλώσσας (Τέσσερις μελέτες)</i>. Θεσσαλονίκη. Ινστιτούτο Νεοελληνικών Σπουδών (Ίδρυμα Μανόλη Τριανταφυλλίδη). 4. Τσιτσανούδη – Μαλλίδη, Ν. (επιμ.). 2013. <i>Γλώσσα και σύγχρονη (πρωτο)σχολική εκπαίδευση: Επίκαιρες προκλήσεις και προοπτικές</i>. Αθήνα: Gutenberg.
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HEALTH EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1051	SEMESTER	1 st
COURSE TITLE	HEALTH EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	4
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of the course is to develop skills for adopting healthy one's attitudes and behaviours and familiarizing students with Health practices. Health education applies experiential methods that are innovative and escapes obsolete teaching methods, manages to mobilize students' potential and raise their self-esteem. At the end of the course the students are invited to:</p> <ul style="list-style-type: none"> • Be aware of the basic concepts of health and its promotion • Describe the prevention mechanisms • Identify causes of accidents in pre-school age • Understand the need to prevent diseases such as cardiovascular and cancer from pre-school age • Evaluate and describe the role of nutrition, exercise and the environment in promoting health in preschool age • Organize mental health promotion programs such as programs to enhance self-esteem and self-confidence, develop communication skills, conflict resolution and emotion management. • Look for different ways to promote co-operation between the Preschool Education Settings, the family and the wider social environment • Choose good practices and methods for the child's development
General Competences
<ul style="list-style-type: none"> • Decision making • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism

3. SYLLABUS

<ol style="list-style-type: none"> 1. Definitions of Health and Health Education 2. Historical overview and mythology 3. Nutrition and health 4. Cardiovascular diseases 5. Prevention of cancer 6. Smoking 7. Mental health and emotional management 8. Prevention of the use of addictive substances 9. Traffic and accident prevention 10. Environmental impacts on health 11. Genetic diseases and sexual education 12. Teeth and health 13. Emergency treatment 14. Physical exercise and health

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about health education and promotion, using moodle platform and e-mail for communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Independent Study	38
	Study of References	20
	Exams	3
	Course total (25 hours of workload per credit unit)	100
STUDENT PERFORMANCE EVALUATION	Written examination in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. Αθανασίου Κυριάκος (2007) Αγωγή Υγείας. ΕΚΔΟΣΕΙΣ ΓΡΗΓΟΡΗ
2. Ewlwes L., Simmet I (2011). Προάγοντας την υγεία. ΕΚΔΟΣΕΙΣ ΠΑΣΧΑΛΙΔΗ
3. Δαρβίρη, Χρ. (2007). Προαγωγή της υγείας Αθήνα: Πασχαλίδης

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 1061 EYLC 1062	SEMESTER	1 st
COURSE TITLE	MUSIC EDUCATION I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lecture	3	6
	Laboratory	2	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of this course, successful students will be able to define the relevant approaches of the following results:</p> <ul style="list-style-type: none"> • 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.
General Competences
<ul style="list-style-type: none"> • Working in an interdisciplinary environment • Project design and project management • Respect for diversity and multiculturalism • Respect for the natural environment • Demonstrate social, professional and ethical responsibility and gender awareness • Exercise of criticism and self-criticism • Promotion of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. The special characteristics of sound. 2. Values of the soundtracks: notes, dotted music notes. 3. Pauses. Measures – Bar lines. 4. Values of the measure. 5. Music reading. 6. Music and movement. 7. Introduction to the elements of music movement. 8. Music rhythm reading. 9. The four rhythmic values. 10. Exercises on theory and familiarization of students with the musical instrument.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint during lectures. Use of e-mail in order to communicate with the students that have chosen the Module.	
TEACHING METHODS	Activity	Semester workload
	Lectures	117
	Study of bibliography	30
	Exams	3
	Course total (25 hours of workload per credit unit)	150
STUDENT PERFORMANCE EVALUATION	In lectures, examinations in each semester, in the laboratories, exams in each semester and on a daily basis according to student performance.	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Ράπτης, Θ., Μουσική Παιδαγωγική, μια συστηματική προσέγγιση με εφαρμογές για την προσχολική ηλικία, Αθήνα, Edition Orpheus, 2015. 2. Σέργη, Λ., Δημιουργική μουσική για τα παιδιά μας, Αθήνα, Gutenberg, 2000. 3. Σταυρίδης, Μ., Η μουσική στην εκπαίδευση, Αθήνα, Gutenberg, 1985. 4. Χαραλάμπους, Α., Μουσική: Η παιδαγωγική της- η αισθητική της, Αθήνα, Νάκας, 1996.
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2nd Semester (Β' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2011	SEMESTER	2 nd
COURSE TITLE	INFANT'S CARE AND EDUCATION II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	INFANT'S CARE AND EDUCATION I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to provide students with the necessary knowledge about the child's development during the 2nd and 3rd year of his life.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • know and enhance the child's developmental stages of motor skills, as well as its gradual mental, social and emotional maturation. • distinguish basic points of normal development or difficulties presented by the infant. • understand his/her role as a Preschool Teacher and create an appropriate environment in his workplace (Preschool Foundation) to develop skills and competences on child's part. • record and analyze the behavior of infants in various areas of their everyday life (movement, play, communication, etc.)
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Working in an international environment • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. The first year of the baby <ul style="list-style-type: none"> • Evolution & development: external appearance & development, motion, hand & finger skills, language development, cognitive development, social development, emotional development. • Primary care: feeding & nutrition, preparation for toilet treatment, sleep. • Behavior 2. The Second year of the baby <ul style="list-style-type: none"> • Evolution & development: external appearance & development, motion, hand & finger skills, language development, cognitive development, social development, emotional development. • Primary Care: Feeding & diet, teething & oral hygiene, toilet treatment, sleep • Discipline.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	52
	Study of bibliography	31
	Exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none">• Short answer questions• Multiple choice questions	

5. ATTACHED BIBLIOGRAPHY

1. Leach, P. (2018). Τα πρώτα κρίσιμα χρόνια του παιδιού μας. Εκδόσεις: Α.ΠΑΠΑΖΗΣΗΣ.
2. Shelon, S. (2011). Η Φροντίδα του Μωρού και του Μικρού Παιδιού, από τη Γέννηση έως τα 5 του Χρόνια, Εκδόσεις: Broken Hill Publishers LTD.
3. Τριανταφυλλόπουλος Γ. (2006). Μωρό και Νήπιο, Εκδόσεις: Σαββάλας.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2021	SEMESTER	2 nd
COURSE TITLE	EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>To make the students realize the contribution of the major pedagogues in the advancement of Preschool Education and make them critically address any theory or system of Early Childhood Education. Emphasis is given on the teaching approaches of Early Childhood Education, pedagogical tools that enable the future educator to effectively design, implement and evaluate the educational process. It also highlights new prospects and perspectives that improve the level and upgrade the teaching process in early childhood learning environments.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • 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.
General Competences
<ul style="list-style-type: none"> • Independent work • Teamwork • Adapt to new situations • Work in interdisciplinary environment • Respect for diversity and multiculturalism • Production of new research concepts • Exercise of criticism and self-criticism • Promotion of free and inductive thinking • Decision making

3. SYLLABUS

1. Early Childhood Education, as a scientific field of Applied Educational System.
2. Historical review of Early Childhood Education.
3. The Education of Early Childhood Education Teachers - Historical Evolution.
4. Categories of Early Childhood Institutions.
5. Systems - Models of Early Childhood Education - Founders of Early Childhood Education. Philosophy, Ideology and Educational Practices. Fröbel, Montessori, Décroly, Claparède, Ferrière, Cousinet, and others.
6. Reformation of Early Childhood Education.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Individual essays on comparative approach regarding educational programmes/applications	20
	Field trip/ Little individual assignments	21
	Independent Study	45
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (60%) which includes: Multiple choice questions Evaluation questions of critical competence Presentation of group work (40%)	

5. ATTACHED BIBLIOGRAPHY

1. Χατζηστεφανίδου, Σ. (2015). *Ιστορία της Προσχολικής αγωγής*. Θεσσαλονίκη: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ.
2. Καλογιαννάκη, Π. (2015). *Περί Συγκριτικής Παιδαγωγικής*. Αθήνα: Γ. Δάρδανος – Κ. Δάρδανος Ο.Ε.
3. Πανταζής, Σ.Χ., Σακελλαρίου, Μ.Ι. (2011). *Προσχολική Παιδαγωγική: Προβληματισμοί-Προτάσεις*. Αθήνα: Κ. Μπάμπαλης Μονοπρόσωπη Ε.Π.Ε.
4. Κιτσαράς, Γ. (2001). *Προσχολική Παιδαγωγική*. Αθήνα: Ν. ΣΑΝΙΔΑΣ.
5. Γιαγκουνίδης, Π. (1996). *Η προσχολική αγωγή στις χώρες της Ευρωπαϊκής Ένωσης*. Αθήνα: Κώδικας.
6. Κουτσοβάνου, Ε. (1992). *Η μέθοδος Μοντεσσόρι και η προσχολική εκπαίδευση*. Αθήνα: Τυπωθήτω.
7. Houssaye, J. (επιμ.), (2000). *Δεκαπέντε Παιδαγωγοί*. Αθήνα: Μεταίχμιο.
8. Συναφή επιστημονικά περιοδικά:
Παιδαγωγική Επιθεώρηση
International Journal of Early Childhood

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2031	SEMESTER	2 nd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims at understanding cognitive, social and emotional development during infancy.</p> <p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • 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.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Production of new research data • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Basic Concepts of Developmental Psychology 2. Methods of research and, in particular, methodological and ethical problems of relevant research 3. Theories of human development 4. Critical and sensitive periods in development - Senses / Non-verbal communication 5. Importance of early childhood relationships - Patterns of Attachment 6. Cognitive, emotional and social development during infancy 7. Influence of cultural background and parenting practices on infant development.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching -Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	107
	Study & Analysis of Bibliography	15
	Written exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exams (Essay writing questions)	

5. ATTACHED BIBLIOGRAPHY

1. Berk, L.E. (2013/2015). *Ανάπτυξη του παιδιού*. Αθήνα: Ίων.
2. Feldman, R.S.(2012). *Εξελικτική ψυχολογία: Δια βίου ανάπτυξη* (Επιμ. Η. Γ. Μπεζεβέγκης). Αθήνα: Gutenberg.
3. Cole, M. & Cole, S.C. (1996/2002). *Η ανάπτυξη των παιδιών* (τ. Α' & Β'). Αθήνα: Τυπωθήτω –Γ. Δαρδανός.
4. Κοντάκος, Α. & Σταμάτης, Π. Ι. (2014, επιμ.). *Μη λεκτική επικοινωνία στην εκπαίδευση: Θεωρία και πράξη*. Αθήνα: Διάδραση
5. Κοντάκος, Α. & Πολεμικός, Ν. (2000). *Η μη λεκτική επικοινωνία στο νηπιαγωγείο*. Αθήνα: Ελληνικά Γράμματα
6. Παπαδάκη-Μιχαηλίδη, Ε. (1997). *Η σιωπηλή γλώσσα των συναισθημάτων –Η μη λεκτική επικοινωνία στις διαπροσωπικές σχέσεις*. Αθήνα: Ελληνικά Γράμματα.

NEONATOLOGY

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2041	SEMESTER	2 nd
COURSE TITLE	NEONATOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
It is expected that after completing the course, the students: <ul style="list-style-type: none"> • Will acquire general theoretical knowledge of neonatology and will become familiar with the subject matter of the course. • They will have the ability to distinguish the ability to understand and apply methods for identifying the physiological of the pathological infant and the need to address the problems of the neonate. • Will obtain the ability of adjunctive intervention and care in dealing with emergencies related to neonates.
General Competences
<ul style="list-style-type: none"> • Working internationally • Working in an interdisciplinary environment • Adaptation to new situations • Autonomous Work • Teamwork • Exercise of criticism and self-criticism • Promotion of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. General concepts - definitions in neonatology 2. Normal pregnancy - basic principles of embryology - Effect of drugs, harmful factors during pregnancy 3. Childbirth - Cardiorespiratory adaptation of the neonate - Recovery of the neonate 4. Perinatal asphyxia / injuries during birth 5. Basic clinical examination of neonates - neonatal reflexes 6. The full – term neonate: - on examination systems, 7. Analytical reference of the neonate care (daily care, breastfeeding, artificial diet) 8. Common problems of the neonate and their treatment - separation of pathological and physiological conditions 9. The premature neonate: immediate and long-term problems 10. The underweight baby 11. The neonate that is big for the gestational age 12. The neonate of a diabetic mother 13. Neonatal jaundice (normal - pathological)

14. Metabolic disorders of the neonates
15. Acquired and relative infections in neonates

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	58
	Exams	3
	Course total (25 hours of workload per credit unit)	100
STUDENT PERFORMANCE EVALUATION	Written exam in Greek that includes: Questions of Brief Response Short subject development	

5. ATTACHED BIBLIOGRAPHY

1. ΝΕΟΓΝΟΛΟΓΙΑ,(2014) Σούμπαση – Γρίβα Βασιλική, Δρόσου – Αγακίδου Βασιλική.
2. Βρυώνης, Γ. (2004). Παιδιατρική. Ιωάννινα: Εφύρα.
3. Στεργιόπουλος, Κ. (2002). Νεογνολογία. Αθήνα: Ιατρικές Εκδόσεις Λίτσας

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING & CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2051 EYLC 2052	SEMESTER	2 nd
COURSE TITLE	FINE ARTS EDUCATION & CREATIVITY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5,5
	Practice	2	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course 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.</p> <p>Therefore, the purpose of the course for the students is to:</p> <ul style="list-style-type: none"> • 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) <p>Upon completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • familiarize themselves with the various fine arts techniques • develop basic personal artistic skills, intimacy and positive attitude towards fine art creation • experiment with colours • be inspired by other works of art such as poetry, fairy tale, other literary texts
General Competences
<ul style="list-style-type: none"> • Search, analyse and synthesize data and information, using the necessary technologies • Teamwork • Autonomous work • Respect for the natural environment • Promoting free creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Knowledge of artistic heritage 2. Art as communication 3. Awareness of the social role of art 4. The means by which a work of art is created, namely materials, tools and techniques
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5. The form, composition, drawing in a work of art, that is, line, shape and volume, proportion, texture, colour
6. Introduction to collage (types, techniques)
7. Approaches to fine arts
8. Introduction to colour (Basic - composite - complementary - neutral), Tone, hue, intensity
9. Paper properties and capabilities (soft, hard, absorbent, light-proof)
10. Basic actions (rip, fold, tangle) fine art compositions
11. Collage-visual compositions

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about art, as well as using moodle platform and e-mail for communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Independent Study	88,5
	Study of References	20
	Exams	3
	Practice	26
	Course total (25 hours of workload per credit unit)	137,5
STUDENT PERFORMANCE EVALUATION	Written examination (50%) in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions Presentation of individual and team work in fine arts (50%)	

5. ATTACHED BIBLIOGRAPHY

1. Laura H. Charman, Διδακτική της τέχνης, Αθήνα 1993
2. H. Gombrich, Το Χρονικό της Τέχνης, Αθήνα 1998
3. Καζάκου –Τσιάρα Ό. (1998). Εισαγωγή στην Εικαστική γλώσσα. Αθήνα: Gutenberg
4. Schirrmacher, R. (επιμέλεια Καλούρη Ρανή). Τέχνη και Δημιουργική Ανάπτυξη των Παιδιών. Εκδόσεις: Έλλην
5. Μαγουλιώτης, Α. (2011). Εικαστικές δημιουργίες. Αθήνα: Καστανιώτης

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 2061 EYLC 2062	SEMESTER	1 st
COURSE TITLE	MUSIC EDUCATION II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lecture	3	6
	Laboratory	2	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course 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:</p> <ul style="list-style-type: none"> • 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. <p>Students should have developed the following skills at the end of the semester:</p> <ul style="list-style-type: none"> • Ability to prepare musical activities for the Children's Playground, for both older and younger ages. • Knowledge through listening, music from various and different directions as well as broadening of their musical horizons. • Knowledge of basic principles of music improvisation and composition (with voice, musical instruments, body parts, movement). • Contact with basic principles of non-conventional notation. • Elementary instrumental skills with simple non-melodic and melodic percussion as well as melodica. • Acquaintance with ways of transition from movement, body parts and song to musical instrumentation.
General Competences
<ul style="list-style-type: none"> • Working in an interdisciplinary environment • Project design and project management • Respect for diversity and multiculturalism • Respect for the natural environment • Demonstrate social, professional and ethical responsibility and gender awareness • Exercise of criticism and self-criticism • Promotion of free, creative and inductive thinking

3. SYLLABUS

1. Basic terminology and structure of the scientific field of Music Education.
2. Fundamentals of Music Teaching for early childhood.
3. Categories of musical activities at the Kindergarten (emphasis on dramatization and sound stories, listening to sounds and music, musical performance with simple musical instruments and body parts, non-conventional notation.
4. A concise history of European and Greek music.
5. Basic music terminology.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of powerpoint during lectures. Use of e-mail in order to communicate with the students that have chosen the Module.	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	107
	Laboratory Practice	27,5
	Exams	3
	Course total (25 hours of workload per credit unit)	137,5
STUDENT PERFORMANCE EVALUATION	In lectures, examinations in each semester, in the laboratories, exams in each semester and on a daily basis according to student performance.	

5. ATTACHED BIBLIOGRAPHY

1. Καραδήμου-Λιάτσου, Π. (2003). Η μουσικοπαιδαγωγική τον 20ο αιώνα. Οι σημαντικότερες απόψεις για την προσχολική ηλικία. Αθήνα: Orpheus.
 2. Wiertsema, H. (2009). 100 παιχνίδια με κίνηση (βελτιωμένη έκδοση). Αθήνα: Orpheus.
 3. Jorgensen, E. (1997). In Search of Music Education. Urbana & Chicago: University of Illinois Pres.
 4. Pound, L., Harrison, Ch. (2003): Supporting musical development in the early years. Philadelphia: Open University Press
 5. Raptis, Th. (2007). Den Logos willkommen heißen. Die Musikerziehung bei Platon und Aristoteles. Frankfurt a.M.: Peter Lang.
 6. Taruskin, R. (2005). Oxford History of Western Music. Oxford:University Press.
 7. Hargreaves, D. (2004). Η Αναπτυξιακή Ψυχολογία της Μουσικής. (Μετ. Έ. Μακροπούλου). Αθήνα: Fagotto.
 8. Headington, Ch. (1997). Ιστορία της δυτικής μουσικής (I&II). (Μετ. Μάρκος Δραγούμης). Αθήνα: Gutenberg.
 9. Ράπτης, Θ., Μουσική Παιδαγωγική, μια συστηματική προσέγγιση με εφαρμογές για την προσχολική ηλικία, Αθήνα, Edition Orpheus, 2015.
 10. Σαρρής, Δ. (2011). Ανακυκλωμένη μουσική. Αθήνα: Θερμός.
Περιοδικά:
- Μουσικοπαιδαγωγικά
- International Journal of Music Education
- Philosophy of Music Education Review
- British Journal of Music Education
5. Ράπτης, Θ., Μουσική Παιδαγωγική, μια συστηματική προσέγγιση με εφαρμογές για την προσχολική ηλικία, Αθήνα, Edition Orpheus, 2015.

3rd Semester (Γ ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3011	SEMESTER	3 rd
COURSE TITLE	NUTRITION AND CHILD DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course introduces students to the concept of nutrition and its connection to the physical and mental development of the child. The aim of the course is for the students to understand the important role of nutrition in the development of the child from the period of pregnancy to the first years of life.</p> <p>In addition, the aim of the course is to understand the phenomenon of childhood obesity and its consequences on the later life of the child.</p> <p>Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Recognizing value of nutrition and the consequences of obesity on the child's smooth, all-round development. In addition, it has to formulate attitudes, values and behaviors consistent with the philosophy of healthy eating and the eating habits necessary for physical, mental and social well-being. • Understand that pre-school age is the ideal age and pre-school foundation is the ideal place to create healthy eating habits through daily activities (cognitive, emotional, social, etc.). • Recognizes nutritional problems during infancy and early childhood. • Recognize importance of nutrition and its effect on the child's brain development. • Apply early childhood prevention strategies to the prevention of childhood obesity by transferring their knowledge to a practical level within the Preschool Foundation (eg play as a means of physical activity and movement).
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Nutrition during pregnancy and early years. 2. The role of proper nutrition in the health of the child. 3. How diet affects intelligence, learning and behavior. 4. Nutritional requirements for the smooth development of the infant 5. Natural & Formulated Milk. Advantages disadvantages. 6. Import of solid foods.

7. Nutritional problems
8. Child Obesity: definition, methods of identifying obesity in children, prevalence of childhood obesity, causes, factors, treatment.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	52
	Study of bibliography	31
	Exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. Kiess, W., Marcus, Cl. & Wabitish, M. (2008). Η Παχυσαρκία στην Παιδική & Εφηβική Ηλικία. Εκδόσεις: Πασχαλίδης.
2. Παλλίδης Σ. (2009). Σύγχρονη διατροφή για παιδιά. Εκδόσεις: Σαββάλας.
3. Sonnevile, K. & Duggan, C. (2018). Εγχειρίδιο παιδικής διατροφής. Εκδόσεις: Παρισιάνου Α.Ε.
4. Ζαφρανά-Κάτσιου, Μ. (2018). Εγκέφαλος και Εκπαίδευση. Εκδόσεις: Αφοί Κυριακίδη Α.Ε.
5. Carper, J. (2009). Τροφές για δυνατό εγκέφαλο. Εκδόσεις: Modern Times.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3021 EYLC 3022	SEMESTER	3 rd
COURSE TITLE	TEACHING METHODOLOGY OF ACTIVITIES – PAEDAGOGICAL PLAY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory		1	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course, students come in first contact with key issues in the field of General Practice Methodology of the Activities and the teaching axioms with a particular aim to help them implement the education in Pre-school centres. In particular, there is a focus on the Methodology of Activities, Teaching, Methods, the Value and Appropriateness of Teaching Instruments, Teaching and Supervising Instruments and on Modern Concepts of Activity Methodology.</p> <p>Students should develop the following skills at the end of the semester:</p> <ul style="list-style-type: none"> • Ability to design child-centered activities for the Children's Kindergarten, both for older and younger adults, knowing the pedagogical value, styles and types of play. • Development of skills of systematic and critical consideration regarding the scientific scope of the Activity Methodology • Ability to reflect on the possibilities opened up using Teaching methods and the effectiveness of early childhood learning. • Disposition and capacity to apply the Group cooperative teaching and general didactic principles. • Exercise in play and develop basic skills in it.
General Competences
<ul style="list-style-type: none"> • Autonomous Work • Teamwork • Decision making • Adapt to new situations • Working in an interdisciplinary environment • Respect for diversity and multiculturalism • Respect for the natural environment • Demonstration of social, professional and moral responsibility and gender sensitivity • Exercise of criticism and self-criticism • Promotion of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Teaching Method and Effectiveness of Learning. Basic terminology and structure of the scientific field of Didactic Methodology. 2. Collaborative Teaching and its implementation in preschool age. 3. General Teaching Principles. The principle of self-regulation. The principle of supervision
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4. Principles of development and learning of children that dictate developmental best practices.
5. Design of an appropriate program.
6. Developmentally appropriate methods for children aged 0-4 years.
7. Value and relevance of the teaching instruments.
8. The Pedagogical play, plays and their application in early childhood.
9. Historical presentation and evolution.
10. The Game in Child Development - Developmental Skills - Contemporary Theories.
11. The Game in the Interdisciplinary Approach to Knowledge and Learning - Game, Creativity, Learning.
12. The workshop will include student acquaintance and pedagogical experimentation with games and activities.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material	
	Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	26
	Laboratory	13
	Little essays	31
	Independent Study	55
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final exam (50%) that comprises: Short answer questions Evaluation questions of critical competence Presentation (50%) of individual or group work and a written work	

5. ATTACHED BIBLIOGRAPHY

1. Αυγητίδου, Σ. (επιμ.), (2008). Το Παιχνίδι: Σύγχρονες Ερευνητικές και Διδακτικές προσεγγίσεις. Αθήνα: Τυπωθήτω.
 2. Brock, A. Dodds S., Jarvis P. & Olusoga Y., Επιστημονική επιμέλεια Μ. Σακελλαρίου, (2016). Παιδαγωγική του Παιχνιδιού στην Προσχολική και Σχολική Εκπαίδευση. Αθήνα: Πεδίο.
 3. Kieff E. Judith, Casbergue M. Renee, Ζάραγκας Κ. Χαρίλαος, Αγγελάκη Θ. Άννα, (2017). Παιγνιώδης Μάθηση & Διδακτική. Αθήνα: Δάρδανος.
 4. Corple, C. & Bredenkamp, S. (2011). Αναπτυξιακά κατάλληλες πρακτικές για παιδιά προσχολικής ηλικίας. Αθήνα: Πεδίο.
 5. Πανταζής, Σ. (2001). Παιδαγωγική και το Παιχνίδι – Αντικείμενο στο χώρο του Νηπιαγωγείου. Αθήνα: Gutenberg.
 6. Σιβροπούλου, Ρ. (2006). Η οργάνωση και ο σχεδιασμός του χώρου (νηπιαγωγείου) στο πλαίσιο του παιχνιδιού. Αθήνα: Πατάκη.
 7. Jennie Lindon, Kevin Kelman, Alice Sharp, (2004). Μαθαίνω τον κόσμο παίζοντας. Αθήνα: Δίπτυχο.
 8. Καψάλης, Α. & Νημά, Ε. (2008). Σύγχρονη Διδακτική. Θεσσαλονίκη: Κυριακίδης.
 9. Κοσσυβάκη, Φ. (2003). Εναλλακτική Διδακτική. Προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου. Αθήνα: Gutenberg.
 10. Ματσαγγούρας, Η. (2000). Ομαδοσυνεργατική διδασκαλία και πράξη. Αθήνα: Γρηγόρης.
 11. Ματσαγγούρας, Η. (2001). Η σχολική τάξη. Τόμος Α: Χώρος – Ομάδα – Πειθαρχία – Μέθοδος. Αθήνα: Έκδοση του συγγραφέα.
 12. Ματσαγγούρας, Η. (1997). Θεωρία και πράξη της διδασκαλίας. Στρατηγικές διδασκαλίας. Αθήνα: Gutenberg.
 13. Ματσαγγούρας, Η. (2007). Στρατηγικές Διδασκαλίας – Η κριτική σκέψη στη διδακτική πράξη. Αθήνα: Gutenberg.
- Συναφή επιστημονικά περιοδικά:
1. European Early Childhood Education Research Journal
 2. Early childhood Education Research Journal

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3031	SEMESTER	3 rd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims at understanding cognitive, social and emotional development of toddlers. On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Describe the developmental stages of the toddler 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 • Distinguish the type of development between sensory and logical mathematical thinking and understand the spherical nature of the phenomena of linguistic development • Recognize the evolutionary course of cognitive, emotional and social development of toddlers.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Production of new research data • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Cognitive development of toddlers 2. Constructivism and interaction, egocentrism at the level of speech and thought, communication and socialization 3. Social and emotional development 4. Promotion of Social and emotional learning 5. Qualitative characteristics of out-of-family care
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching -Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	107

	Study & Analysis of Bibliography	15
	Exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exams (Essay writing questions)	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Cole, M. & Cole, S. R. (2002). <i>Η Ανάπτυξη των Παιδιών, Τόμος Γ'</i> (Επιμ. Ζ. Παπαληγούρα & Π. Βορριά). Τυπωθήτω-Γιώργος Δαρδανός. 2. Craig, G. J. & Baucum, D. (2007). <i>Η ανάπτυξη του ανθρώπου, Τόμος Α'</i>. Παπαζήση. 3. Πετρογιάννης, Κ. & Παπαευσταθίου, Ι. (Επ.) (2014). <i>Από τη γέννηση μέχρι το πέμπτο έτος</i>. Πεδίο. 4. Lehalle, H. & Mellier, Δ. (2009). <i>Ψυχολογία της ανάπτυξης</i>. Πεδίο. 5. Wadsworth, B.J. (2009). <i>Η Θεωρία του Ζαν Πιαζε για τη γνωστική και τη συναισθηματική ανάπτυξη: Τα θεμέλια του Κονστρουκτιβισμού</i>. Καστανιώτης.
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RESEARCH METHODS IN EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3041	SEMESTER	3 rd
COURSE TITLE	RESEARCH METHODS IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATION:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning Outcomes
<p>The main objective of the course is the understanding of the process that generates new knowledge via scientific research and that research methodology requires specific assumptions and techniques.</p> <p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Understand the structure of a science paper. • Understand the content, means, methods and results of a scientific research paper. • Apply techniques and methodological tools for carrying out a research/studying a case study. • Combine and synthesize different data for using them in a selected area of interest. • Critically evaluate and understand published research papers in the wider range of the subject of Educational Research.
General Competences
<ul style="list-style-type: none"> • Promote free, creative and inductive thinking. • Production of new research ideas. • Work in an interdisciplinary environment. • Search, analyze and combine data and information, using the necessary technologies • Autonomous work. • Decision making.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Concept and purpose of scientific research. 2. Ethical issues of scientific research. 3. Productive & Inductive Theory. 4. Types of scientific research: 5. <i>Quantitative surveys</i>. Types. Design & organization. 6. <i>Qualitative research</i>. Types. Design & organization. 7. Cases of a scientific inquiry. Types, wording, control. 8. Research objectives - questions. 9. Carrying out a scientific research: Sample, representativeness. Sampling methods. Possible Errors. 10. Research material: <i>Reliability - Validity</i>. 11. <i>Questionnaire</i>. Types of questionnaires - questions.

12. *Interview*. Types. Design and conduct of an interview. Ethics issues.
13. "Observation" as a means of collecting research material. Difficulties in the process. Items.
14. Logging scales.
15. Processing and analysis of research findings.
16. Conclusions & suggestions.
17. Bibliographic Research & utilization of Bibliography.
18. Presentation of scientific work and presentation of poster.

4. TEACHING and LEARNING METHODS -EVALUATION

DELIVERY	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.		
TEACHING METHOD	Activity	Semester Workload	
	Lectures	40	
	Independent Study and	51	
	Bibliographical Study	31	
	Exams	3	
	Total Course (25 hours of workload per unit of credit)	125	
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.		

(5) ATTACHED BIBLIOGRAPHY

1. Babbie E. 2018. *Εισαγωγή στην κοινωνική έρευνα*. Εκδόσεις ΚΡΙΤΙΚΗ.
2. Bryman A. 2017. *Μέθοδοι κοινωνικής έρευνας*. Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
3. Gall M. 2013. *Εκπαιδευτική Έρευνα-Βασικές Αρχές*. BROKEN HILL PUBLISHERS LTD.
4. Αθανασίου Λ. 2007. *Μέθοδοι και τεχνικές έρευνας στις επιστήμες της αγωγής*. ΕΦΥΡΑ Α.Ε. Εκδόσεις.

FIRST AID IN INFANTS & TODDLERS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3051	SEMESTER	3 rd
COURSE TITLE	FIRST AID IN INFANTS & TODDLERS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
It is expected that after completing the course, the students: <ul style="list-style-type: none"> • 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.
General Competences
<ul style="list-style-type: none"> • Adaptation to new situations • Autonomous Work • Teamwork • Exercise of criticism and self-criticism • Promotion of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. What First Aid is 2. Heart attack 3. Basic Cardiopulmonary Rejuvenation in children 4. Foreign body airway obstruction 5. Polytrauma child 6. Craniocerebral injuries in children 7. Chocking 8. Burns 9. Electric shock 10. Heat stroke 11. Hypothermia 12. Child accidents 13. Poisoning 14. General treatment of poisoning

15. Treatment of scorpion, hymenoptera, snake bites

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	52
	study of bibliography	31
	exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exam in Greek that includes: Questions of Brief Response Short subject development	

5. ATTACHED BIBLIOGRAPHY

1. Marcdante, K. & Kliegman M. R. (2016). *Nelson Βασική Παιδιατρική*. Θεσσαλονίκη: Ροτόντα.
2. *Επείγουσες Καταστάσεις στην Παιδιατρική*. Αθήνα: Παρισιάνου Α.Ε.
3. Γκούρτσας, Ν. Β. (2013). *Πρώτες βοήθειες-Μύθοι και πραγματικότητα*. Θεσσαλονίκη: Δίσιγμα

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 3061	SEMESTER	3 nd
COURSE TITLE	PRETEND ROLE PLAY AND DRAMA		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>Through the Theatrical Education the students come in contact with the basic concepts and tools of Theatro-pedagogy. The theatrical act aims at acquiring knowledge and skills that promote the pedagogical process.</p> <p>The aim of the course is to sensitize students to the dramatic and theatrical expression.</p> <p>In particular, theatrical education contributes to the students:</p> <ul style="list-style-type: none"> • exploring and developing imagination, observation, • memory and critical thinking, communicate ideas, feelings and experiences • learn the techniques of role play and develop speech, emotion, movement • Create and develop roles that reflect real or imagined situations and comment on social, ethical or other issues. • get in touch with the theatrical expression of other cultures • understand and accept the different • develop co-operation and teamwork • develop self-esteem, self-confidence, self-esteem, communication • combine and compose knowledge, attitudes, behaviours and generate new ideas and alternative lifestyles • trust themselves • understand the theatre as another instrument of pedagogical practice • confront the play as an activity of joy, knowledge, communication and development in order to convey it to children. • activate the creativity and expression of children using a variety of media and techniques to create theatrical performances
General Competences
<ul style="list-style-type: none"> • Respect for diversity and multiculturalism • Demonstration of social, professional and moral responsibility and leaflet sensitivity • Exercise of criticism and self-criticism • Teamwork • Promoting free, creative and inductive thinking

3. SYLLABUS

1. Introduction to the play
2. Basic concepts of the play
3. The role of the play in the development of the child
4. Introduction to improvisation, principles and stages of its evolution

5. Conceptual approach to creativity
6. Team dynamics
7. Roles of children and pedagogues
8. Theatrical play
9. Materials and stimuli in the play
10. Schools and forms of "Theatre in Education"
11. Theatro-pedagogical techniques-dramatization techniques
12. Designing a theatrical pedagogical laboratory / structure, objectives
13. Media and techniques in play: Expression, development of physical expression, pantomime, speech and movement
14. Methodological principles of the theatrical play: structure, development, theatrical pedagogical techniques, goals, time and materials

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about role play and performance, as well as using moodle platform and e-mail for communication with students														
TEACHING METHODS	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Independent Study</td> <td>33</td> </tr> <tr> <td>Study of References</td> <td>20</td> </tr> <tr> <td>Exams</td> <td>3</td> </tr> <tr> <td>Practice</td> <td>30</td> </tr> <tr> <td>Course total (25 hours of workload per credit unit)</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent Study	33	Study of References	20	Exams	3	Practice	30	Course total (25 hours of workload per credit unit)	125
	<i>Activity</i>	<i>Semester workload</i>													
	Lectures	39													
	Independent Study	33													
	Study of References	20													
	Exams	3													
Practice	30														
Course total (25 hours of workload per credit unit)	125														
STUDENT PERFORMANCE EVALUATION	Written examination (60%) in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions Presentation of team work in drama performance (40%)														

5. ATTACHED BIBLIOGRAPHY

1. Άλκηστις (2012). Η δραματοποίηση για παιδιά. Αθήνα: Πεδίο
2. Άλκηστις (2008). Μαύρη Αγελάδα – Άσπρη Αγελάδα. Δραματική Τέχνη στην εκπαίδευση και Διαπολιτισμικότητα. Αθήνα: Τόπος
3. Άλκηστις (2000). Η δραματική τέχνη στην εκπαίδευση. Αθήνα: Ελληνικά Γράμματα
4. Αυδή, Α. & Χατζηγεωργίου, Μ. (2007). Η τέχνη του δράματος στην εκπαίδευση. Αθήνα: Μεταίχμιο
5. Beauchamp, H. (1998). Τα παιδιά και το δραματικό παιχνίδι. Εξοικείωση με το θέατρο (μτφρ. Ε. Γιανίτσα). Αθήνα: Τυπωθήτω
6. Bergeret, L. (1988). Ψυχοκινητικά παιχνίδια για παιδιά από 2 ως 6 χρόνων. Αθήνα: Δίπτυχο
7. Γιάνναρης, Γ. (1994). Θεατρική αγωγή και παιχνίδι. Αθήνα: Γρηγόρης
8. Γραμματάς, Θ. (2006). Για το Δράμα και το Θέατρο. Αθήνα: Εξάντας
9. Έλαμ, Κ. (2001). Η σημειωτική θεάτρου και δράματος (μτφρ. Κ. Διαμαντάκου). Αθήνα: Ελληνικά Γράμματα
10. Κουρετζής, Λ. (1991). Το θεατρικό παιχνίδι. Αθήνα: Καστανιώτης
11. Παπαδόπουλος Σ. (2010). Παιδαγωγική Θεάτρου. Αθήνα: Κοντύλι
12. Παπαθανασίου, Α. & Μπασκλαβάνη, Ο. (2001). Θεατροπαιχνίδια. Αθήνα: Κέδρος

4th Semester (Δ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

ORGANIZATION SPACE OF A NURSERY CENTER

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 4011	SEMESTER	4 th
COURSE TITLE	ORGANIZATION SPACE OF A NURSERY CENTER		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course introduces students to the concept of organizing the environment of a Nursery School in order to contribute to the all-round development of children.</p> <p>The aim of the course is to understand the students the purpose of the organization as well as to acquire knowledge about the necessary design of indoor and outdoor space as well as the elements to be taken into account so that the kindergarten serves the goals of the Preschool Education and offers opportunities for the implementation of pedagogical methods.</p> <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge about the principles of the environmental organization for infants and young children • Recognize elements that affect the organization of a Nursery School and combine them to benefit the functionality of the environment and the comfortable action of the people moving on it. • Distinguish the additional key features that must be taken into account so that the Nursery School area serves both children's needs and the pedagogical process. • Take into consideration the factors that will play an essential role in the proper functioning of the Nursery School. • Organize from the beginning or reorganize the environment of the Nursery School by creating the appropriate conditions that will promote the pedagogical process. • Evaluate the outcome and work with the appropriate services to implement it.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Concept and purpose of the organizing 2. Pedagogical dimension of space 3. Configuration of the interior of the nursery 4. Selection of the area of the Nursery Setting 5. Construction Provisions 6. General principles of planning
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7. Psycho-pedagogical material
8. Arrangement of the nursery area
9. Corners activities (the organization and placement in space)
10. Organizing the practice of laboratories
11. Open classes
12. Organizing the outdoor area of the Nursery School

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Self -Study	52
	study of bibliography	31
	Exams	3
	<i>Course total (25 hours of workload per credit unit)</i>	125
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. Σιβροπούλου, Ρ. (1997). Η οργάνωση και ο σχεδιασμός του χώρου (νηπιαγωγείου) στο πλαίσιο του παιχνιδιού. Εκδόσεις: Πατάκη.
2. Ρέντζου, Κ. & Σακελλάριου, Μ, (2014). Ο χώρος ως παιδαγωγικό πεδίο σε προσχολικά περιβάλλοντα μάθησης. Εκδόσεις: ΠΕΔΙΟ.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 4021 EYLC 4022	SEMESTER	4 th
COURSE TITLE	TEACHING-METHODOLOGICAL APPROACHES AND PROGRAMMS IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	2	5
	Laboratory	1	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course the students specialize in and reinforce the Methodology of Activities implemented in the area of Preschool Institutions, such as exploring the environment, acquainting with objects and analyzing the usefulness of activities in the respective field. The organization of the structure of speech, promoting expressive ability and ability through language games, narratives, fairy tales. Daily activities and organization of activities at the Children's / Infantile Station. Participation in classroom activities organized by the Pedagogue, but also spontaneous activities that derive from children's interests.</p> <p>In the end of the semester students should have developed the following skills:</p> <ul style="list-style-type: none"> • Ability to acquaint and design early childhood programs and their pedagogical value at the Children's • Kindergarten. • Activities aimed at the smooth development of early childhood centered on interdisciplinarity. • Understanding the basic principles and teaching methods for the implementation of the activities in the Children's / Children's Care Center through interdisciplinarity (language, fairy tale, natural sciences - environment, music, visual arts).
General Competences
<ul style="list-style-type: none"> • Adapt to new situations • Autonomous Work • Teamwork • Demonstration of social, professional and moral responsibility and gender sensitivity • Exercise of criticism and self-criticism • Promoting free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Collaborative Teaching. 2. Curriculum. 3. The role of the educator, child and the environment in pre-school education programs in the international environment and the pedagogical approaches applied,
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4. Behavioral and Developmental - Interactional Pre-School Education Programs.
 5. Piaget Preschool Programs (KAMII - DEVRIES).
 6. Pre-school education programs in Greece.
 7. Forms of interdisciplinary approach to knowledge. Single centralized teaching. The centers of interest. The Project method. Cross-curricular Study Framework.
 8. Interdisciplinary approach to knowledge. Presentation of a module, cross-curricular (Teaching-Methodological Approach).
 9. Critical view of the Cross-curricular Framework of Curriculums (DEPPS).
 10. Dialogue - narration - reading of early childhood stories. Fairy tale, poetry.
- LABORATORY:
11. Teaching-Methodological Approaches and Early Childhood Development Strategies within a given Early Childhood Program.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	26
	Laboratory	13
	Little essays	34
	Independent Study	52
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final exam (50%) that comprises: Short answer questions Evaluation questions of critical competence Presentation (50%) of individual or group work and a written	

5. ATTACHED BIBLIOGRAPHY

1. Μιχαλοπούλου, Κ. (2018). ΠΡΟΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ. ΜΕΘΟΔΟΛΟΓΙΚΕΣ ΠΡΟΣΕΓΓΙΣΕΙΣ ΚΑΙ ΑΝΑΛΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ. Αθήνα: Πεδίο.
2. Κιτσαράς, Γ. (2004). Προγράμματα – Διδακτική Μεθοδολογία Προσχολικής Αγωγής. Αθήνα: Ν. ΣΑΝΙΔΑΣ.
3. Σακελλαρίου, Μ. (2012). Εισαγωγή στη Διδακτική της Παιδαγωγικής Εργασίας του Νηπιαγωγείου. Θεσσαλονίκη: Γιαχούδης & ΣΙΑ Ο.Ε..
4. Κακανά, Δόμνα-Μίκα. (2015). Θεωρία και μεθοδολογία δραστηριοτήτων στην προσχολική αγωγή. Θεσσαλονίκη: Κυριακίδη.
5. Κακανά, Δόμνα-Μίκα. (2015). Η ομαδοσυνεργατική διδασκαλία και μάθηση. Θεσσαλονίκη: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ Α.Ε.
6. Φύκαρης, Ι. (2014). Όρια και δυνατότητες της σύγχρονης διδασκαλίας. Θεσσαλονίκη: Δέσποινα Κυριακίδη.
7. Ντολιοπούλου, Ε. (2012). Σύγχρονα Προγράμματα για Παιδιά Προσχολικής Ηλικίας. Αθήνα: Τυπωθήτω.
8. Καψάλης, Α. & Νημά, Ε. (2008). Σύγχρονη Διδακτική. Θεσσαλονίκη: Κυριακίδης.
9. Κοσσυβάκη, Φ. (2003). Εναλλακτική Διδακτική. Προτάσεις για μετάβαση από τη διδακτική του αντικειμένου στη διδακτική του ενεργού υποκειμένου. Αθήνα: Gutenberg.
10. Ματσαγγούρας, Η. (2007). Στρατηγικές Διδασκαλίας – Η κριτική σκέψη στη διδακτική πράξη. Αθήνα: Gutenberg.
11. Μπιρμπίλη, Μ. (2008). Προς μία Παιδαγωγική του Διαλόγου. Η σημασία και ο ρόλος των ερωτήσεων στην Προσχολική Εκπαίδευση. Αθήνα: Gutenberg.
12. Χατζηδήμου, Δ. (2007). Εισαγωγή στη θεματική της Διδακτικής. Συμβολή στη Θεωρία και Πράξη της Διδασκαλίας. Θεσσαλονίκη: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ.
13. Χρυσάφιδης, Κ. (2009). Η διαθεματική προσέγγιση της γνώσης. Αθήνα: Δίπτυχο.

14. Roopnarine L.J. & Jonson E.J. (2005). Ποιοτικά Προγράμματα Προσχολικής Εκπαίδευσης. Επιμέλεια – Εισαγωγή: Κουτσοβάνου Ε. & Χρυσοφίδης Κ. Αθήνα: Παπαζήση.
15. Bredenkamp, S. & Copple, C. (2000). Καινοτομίες στην προσχολική εκπαίδευση: Αναπτυξιακά κατάλληλες πρακτικές στα προσχολικά προγράμματα. Εισαγωγή-Επιμέλεια: Ντολιοπούλου Ε. Αθήνα: Ελληνικά Γράμματα.
16. Roopnarine L.J. & Jonson E.J. (2005). Ποιοτικά Προγράμματα Προσχολικής Εκπαίδευσης. Εισαγωγή-Επιμέλεια: Ντολιοπούλου Ε. Αθήνα: Ελληνικά Γράμματα.
17. Χριστιάς, Ι. (2002). Θεωρία και Μεθοδολογία της Διδασκαλίας. Αθήνα: Γρηγόρης.
18. Συναφή επιστημονικά περιοδικά:
19. European Early Childhood Education Research Journal
20. Early Childhood Education Journal

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 4031	SEMESTER	4 th
COURSE TITLE	NEUROPSYCHOLOGY AND THE DEVELOPING BRAIN		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	7,5	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
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.
General Competences
Ability to work autonomously and in teams, in an interdisciplinary team, ability to generate new research ideas, to design and manage projects and to appreciate diversity and multiculturalism, ability to advance free, creative and causative thinking.

3. SYLLABUS

The science of Neuropsychology and its history. The developing brain. The structure and function of the human brain. Biological basis of perception, movement, speech and language, memory, attention, and emotions. Neuropsychological assessment of cognition and cognitive development in typically developing preschoolers. Brain-behavior relations in preschoolers with known or suspected brain dysfunction.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to Face mode of delivery	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Course Teaching and in Communication with Students	
TEACHING METHODS	Activity	Semester workload
	Lectures	117
	Reading Assignment	22,5
	Written assignments	45
	Exams	3
	Course Total	187,5

	<i>(25 hours of workload per credit unit)</i>	
STUDENT PERFORMANCE EVALUATION	<p>At the end of the semester students will be evaluated through written exams, that will contribute 100% of the grade on the course.</p> <p>A written assignment and presentation in class during the semester is optional and may add up to 1 point in the final grade of the exams.</p> <ol style="list-style-type: none"> 1. Written exams with multiple choice questions 2. Written exams with open questions. 	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Martin, G. N. (2006). Human neuropsychology. (2nd ed.). Essex: Pearson Education Limited. 2. Kolb B, Whishaw IQ (2015) Fundamentals of human neuropsychology (7th ed). New York, NY: Worth Publishers 3. Yeates K. O., Ris M. D., Taylor H. G., Pennington B. F. (Eds). Pediatric neuropsychology: Research, theory, and practice. New York, NY: Guilford Press 4. Lectures Notes

INTRODUCTION TO CHILDREN'S LITERATURE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 4041	SEMESTER	4 th
COURSE TITLE	INTRODUCTION TO CHILDREN'S LITERATURE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning Outcomes
<p>Familiarize students with children's literature and evaluate the importance of integrating literature in preschool education.</p> <p>Upon successful completion of the course, students will have acquired the necessary knowledge of basic elements, aspects and special features of children's literature.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • understand the role of childhood perceptions in the formation of children's literature • understand key issues of children's literature criticism • understand the relationship between literature and preschool education and care • evaluate and critically integrate children's literature in preschool education and care • keep up-to-date on current issues in children's literature.
General Competences
<ul style="list-style-type: none"> • Autonomous work. • Teamwork. • Respect for difference and multiculturalism • Showing social, professional and moral responsibility and sensitivity to gender issues. • Production of free, creative and inductive thinking. • Decision making. • Criticism and self-criticism.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Literature and education. 2. Theories of literature with application in the field of children books: <i>author - centric, text - centric, reader - centric</i>. 3. Introductory concepts : "Literature" - "Children's Literature". 4. Age and reading level appropriateness of various children's books. 5. Child as a "reader". 6. Overview of the evolution of children's literature. 7. Genres of children's literature: 8. <i>Prose</i>: Novel, Story, Fairy tale, Myths and stories, Short stories. <i>Intertextuality</i> in fairy tales and small stories.

9. Theatre (forms-types)
10. Poetry.
11. Gender representations in children's literature.

4. TEACHING and LEARNING METHODS -EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course /e-learning platform and communication with emails and posts.	
TEACHING METHODS	Activity	Semester Workload
	Lectures	40
	Study and analysis of bibliography	51
	Final Exams	31
		3
	Total Course (25 hours of workload per unit of credit)	125
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.	

5. ATTACHED BIBLIOGRAPHY

1. Κανατσούλη Μ. 2018. *Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας* (3η έκδοση). University Studio Press A.E.
2. Norton D.E.,Norton S. E.,McClure A. 2007. *Μέσα από τα μάτια ενός παιδιού*. Εκδόσεις Επίκεντρο A.E.
3. Μαλαφάντης, Κ. & Κουρκουμέλη, Μ. (Επιμ.) 2017. *Διαδρομές στην παιδική λογοτεχνία*. Εκδόσεις Ψυχογιός.
4. Γιαννικοπούλου, Α. (2016), *Το εικονογραφημένο βιβλίο στην προσχολική εκπαίδευση - Φιλαναγνωστικές δράσεις*. Εκδόσεις Πατάκη.
5. Τζαφεροπούλου, Μ. (Επιμ.). 2001. *Ο κόσμος της παιδικής λογοτεχνίας. Η συγγραφή και η εικονογράφηση*. Τόμος Α'. Καστανιώτης.
6. Γιαννικοπούλου, Α.. 2009. *Το σύγχρονο εικονογραφημένο παιδικό βιβλίο*, Παπαδόπουλος

MUSEUM EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 4051 EYLC 4052	SEMESTER	4 th
COURSE TITLE	MUSEUM EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY HOURS	TEACHING	CREDITS
Lectures	3		7,5
Practice	2		
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>Museum Education, adopting methods of modern pedagogy, aims to support different ways of interpreting the museum objects, suitably tailored to meet the developmental, individual, social and cultural characteristics of the different target audiences.</p> <p>Moreover, according to the International Museum Council, the modern museum aims not only to collect, preserve and explore the natural and cultural heritage, but also to interpret, educate and entertain.</p> <p>In this context, museums in the last few decades have opened up to the general public and are called to serve life-long education. Communication with the public is a priority of modern museum policy. The aim of the course is to understand the concept of culture and the ways in which museums and cultural reference sites serve it, highlighting the natural and cultural heritage and familiarizing them with ways of approaching the museum as a non-formal and informal education.</p> <p>The individual objectives of the museum training programs are summarized:</p> <ul style="list-style-type: none"> • familiarizing with the concept of "Museum" and ways of approaching its natural and cultural heritage, • encouraging personal relationships, supporting the sensory and tangible approach to learning, • the aesthetic cultivation, the development of critique and creative thinking, • understanding the parameters that make the museum an effective learning environment, especially for the children's audience <p>With the practice completion of the course the objectives are summarized:</p> <ul style="list-style-type: none"> • familiarizing with all stages of planning, implementation and evaluation of museum-educational activities and the accompanying educational material • the empowerment of cooperation and the pleasure resulting from the experiential action.
General Competences
<ul style="list-style-type: none"> • Teamwork • Autonomous work • Respect for the natural environment • Promoting free creative and inductive thinking

3. SYLLABUS

1. Museum: Birth, evolution, museum types. The concept of natural and anthropogenic environment. The museum functions.
2. Culture and education: The importance of integrating culture into education. The characteristics of the museum as a learning environment.

Historical reflection on the development of the educational and social role of the museums. Approach of the terms relating to museum education.

3. Pedagogical approach and educational use of museums objects.
4. Different audiences and the role of museum educator.
5. Museum and Society: The Museum's Multiple Roles in Integration and the support of special and sensitive social groups.
6. Modern learning theories and their application in the museum.
7. Design and evaluation of educational programs in the museum.
8. Pedagogical methods and techniques in the museum. Its peculiarities coaching in pre-school age.
9. Organize an educational visit to the museum.
10. Museum and School - Museum and Nursery: ways cooperation for an integrated museum education program.
11. Development of educational material for use in the museum.
12. "The Museum at School". The case of museum gears and his supporting educational material (digital and printed).
13. Museum Education in Greece: Critical Valuation and Prospects

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about art and museum education, as well as using moodle platform and e-mail for communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Independent Study	89,5
	Study of References	30
	Exams	3
	Practice	26
	Course total (25 hours of workload per credit unit)	187,5
STUDENT PERFORMANCE EVALUATION	Written examination (50%) in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions Presentation of individual and team work in educational programs on museum education (50%)	

5. ATTACHED BIBLIOGRAPHY

1. Βέμη Μ & Νάκου Ε (επιμ) 2010. Μουσεία και Εκπαίδευση. Αθήνα: Νήσος
2. Black G. 2009. Το ελκυστικό μουσείο. Μουσεία και επισκέπτες, Αθήνα: ΠΙΟΠ
3. Γαλανίδου Ν & Dommasne L.H. (επιμ), 2013. Μιλώντας στα παιδιά για το παρελθόν. Μια διεπιστημονική προσέγγιση. Αθήνα: Καλειδοσκόπιο
4. Καλεσοπούλου Δ, (επιμ) 2011. Παιδί και εκπαίδευση στο μουσείο. Θεωρητικές αφετηρίες, παιδαγωγικές πρακτικές. Αθήνα: Πατάκη
5. Νικονάκου Ν, 2010. Μουσειοπαιδαγωγική. Από τη θεωρία στην πράξη. Αθήνα: Πατάκη
6. Τζιαφέρη Σ.Γ. 2005. Το σύγχρονο μουσείο στην Ελληνική Εκπαίδευση μέσα από το παράδειγμα των Εκπαιδευτικών Προγραμμάτων. Θεσσαλονίκη: Αφοι Κυριακίδη
7. Hein J. & Dierking L. 2012. The Museum experience revisited. Walnut Creek, CA: Left Coast Press

5th Semester (Ε΄ ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

SPECIAL EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5011	SEMESTER	5 th
COURSE TITLE	SPECIAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to introduce students to the concepts of Special Education. In addition, the course aims to present the modern trends in the inclusion of children with and without difficulties in preschool classes and to provide students with knowledge and skills related to developmental disorders of preschool age.</p> <p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand and interpret the concepts inclusive and inclusion. • Demonstrate basic knowledge about developmental disorders of childhood (Developmental Disorders – Autistic, Asperger and Rett Spectrum, Special Educational Difficulties, Sensory Disabilities of Vision & Hearing, kinetic disabilities, brain paralysis, speech disorders, mental retardation & disorders, Gifted children). • Recognize non-formal behaviors in pre-school age and be able to discern early signs of learning difficulties • Utilize basic theoretical concepts and research data in order to improve its educational role in the classroom • Gain critical comprehension and assessment skills to be able to manage problems with schoolchildren with cognitive, emotional and social difficulties and their families. • Create the necessary conditions for the promotion of cooperation with the family of children with difficulties.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Special Needs Education. Legislation. 2. Working with parents and family. 3. Mental retardation. Features. Educational Approaches. 4. Learning difficulties 5. Communication disorders

- 6. Autistic Spectrum Disorders
- 7. Deafness – Blindness
- 8. Physical disabilities
- 9. Attention-Deficit/Hyperactivity Disorder
- 10. Gifted children

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	52
	study of bibliography	31
	Exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. HEWARD WL. (2011). Παιδιά με Ειδικές Ανάγκες. Εκδόσεις: ΜΟΤΙΒΟ ΕΚΔΟΤΙΚΗ Α.Ε.
2. Χρηστάκης ΚΓ. (2011). Η Εκπαίδευση των Παιδιών με Δυσκολίες: Εισαγωγή στην Ειδική Αγωγή. Τόμος Β'. Εκδόσεις: Κ. ΜΠΑΜΠΑΛΗΣ ΜΟΝΟΠΡΟΣΩΠΗ ΕΠΕ.
3. Παντελιάδου Σ. & Αργυρόπουλος Β. (2011). Ειδική Αγωγή: Από την έρευνα στη διδακτική πράξη. Εκδόσεις: ΠΕΔΙΟ Α.Ε.

MANAGEMENT IN EARLY CHILDHOOD EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5021	SEMESTER	5 th
COURSE TITLE	MANAGEMENT IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	General background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>This course aims to familiarize students with the theoretical, structural and organizational aspects of school Management.</p> <p>After successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> Analyse and understand basic functions and principles of modern management. Acquire knowledge of management issues with emphasis in preschool educational units: organizational theory and planning, organizational culture, decision making, management – leadership, crisis management. Acquire knowledge of the Greek Educational system with emphasis on the preschool education.
General Competences
<ul style="list-style-type: none"> Adapting to new situations. Decision-making. Respect for difference and multiculturalism. Showing social, professional and ethical responsibility and sensitivity to gender issues. Working in an international environment. Teamwork. Working independently.

3. SYLLABUS

<ol style="list-style-type: none"> Educational School management & organization : definition and concepts. Introduction to School Management : A historical perspective. Management as a “system”: the case of Educational Systems. Types of management systems. Planning and programming in Educational Management. Organizational culture and change. Decision making in Education. School leadership and management. Crisis management. Preschool management and organization. Case studies.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course /e-learning platform and Communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	40
	Autonomous study	51
	Bibliographic research	31
	Exams	3
	Course total (25 hours of work load per ECTS credit)	125
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.</p>	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Σαΐτης, Χ. & Σαΐτη Α. (2011). <i>Εισαγωγή στη Διοίκηση της Εκπαίδευσης</i>. ΚΩΝΣΤΑΝΤΙΝΟΣ ΠΑΠΑΝΑΣΤΑΣΙΟΥ 2. Αργυροπούλου, Ε. 2017. <i>Οργάνωση και Διοίκηση της Προσχολικής Εκπαίδευσης</i>. Εκδόσεις Κριτική. 3. Mullins L. (2014). <i>Μάνατζμεντ και Οργανωσιακή Συμπεριφορά</i>. Utopia Publishing 4. Σαΐτη Α., Σαΐτης Χ., (2012). <i>Οργάνωση και Διοίκηση της Εκπαίδευσης-Θεωρία, Έρευνα και Μελέτη Περιπτώσεων</i>, Αθήνα, Αυτοέκδοση. 5. Κωτσίκης, Β. 2007. <i>Εκπαιδευτική διοίκηση και πολιτική</i>. Εκδόσεις ΕΛΛΗΝ.
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NEURODEVELOPMENTAL DISORDERS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5031	SEMESTER	5 th
COURSE TITLE	NEURODEVELOPMENTAL DISORDERS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	Neuropsychology and the Developing Brain		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course students will be able to: <ul style="list-style-type: none"> • 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.
General Competences
Ability to work autonomously and in teams, in an interdisciplinary team, ability to generate new research ideas, to design and manage projects and to appreciate diversity and multiculturality

3. SYLLABUS

<ol style="list-style-type: none"> 1. Neural characteristics of development. Development of functions. Environmental effects on brain development. Development of functional asymmetry. 2. Vulnerability and Plasticity of the Developing Brain. Effects of brain insult/trauma in early childhood 3. Neurodevelopmental disorders (categories, characteristics, diagnosis -DSM-V) 4. Neuropsychology of selected developmental disorders

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to Face mode of delivery	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Course Teaching and in Communication with Students	
TEACHING METHODS	Activity	Semester workload
	Lectures	117
	Written assignments	30
	Exams	3
	Course Total (25 hours of workload per credit unit)	150

STUDENT PERFORMANCE EVALUATION	At the end of the semester students will be evaluated through written exams, that will contribute 100% of the grade on the course. A written assignment and presentation in class during the semester is optional and may add up to 1 point to the final grade of the exams.
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5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none">1. Κωνσταντίνου, Μ., & Κοσμίδου, Μ. (2011). Νευροψυχολογία των μαθησιακών διαταραχών. Αθήνα: Εκδόσεις Παρισιάνου Α. Ε.2. Λάζαρος Τριάρχου. Αναπτυξιακά σύνδρομα στην ειδική αγωγή (Κωδικός Βιβλίου στον Εύδοξο: 4549)3. DSM-V Διαγνωστικά Κριτήρια: Α.Ρ.Α (2014). Μετάφραση και Επιμέλεια: Γκοτζαμάνης Κ., Εκδόσεις: Λίτσας4. Σημειώσεις διδασκόντων.
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1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5041 EYLC 5042	SEMESTER	5 th
COURSE TITLE	KINETIC EDUCATION IN THE PRESCHOOL AGE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	6
Practice		2	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>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.</p> <p>The subject matter of the course is:</p> <ul style="list-style-type: none"> • The general principles that have been recorded to teach pre-school children • Objectives, 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, aims 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. <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Understand and consolidate pedagogy and methodology of kinetic education at the age of 3-5 (pre-school 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.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Showing social, professional and ethical responsibility and sensitivity to gender issues

3. SYLLABUS

<ol style="list-style-type: none"> 1. How do children learn in pre-school age? 2. Kinetic Education in Preschool Age 3. Relationship with the child development field 4. The role of the educator in pre-school education 5. Objectives and Targets of Kinetic Education 6. Daily Plans 7. Suggestions for conversion of daily plans to suit children aged 3.5-6 years 8. Terminology

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	E-mail communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	117
	Practice exercise	30
	Exams	3
	Course total (25 hours of workload per credit unit)	150
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"> - Oral final examination in theory with short answer questions (in group of 3-4 students) (50%). - Laboratory work, presentation of a kinetic work within the classroom of the laboratory including problem solving and questions with the participant students of the workshop (50%). 	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Ευρυδίκη Ζαχοπούλου , Όλγα Κούλη . (2017). Αναθεωρημένη έκδοση . Η φυσική Αγωγή στην αρχή του 21ου αιώνα, 2^{ος} τόμος (Προσχολική Ηλικία). Αφοί Κυριακίδη ΕΚΔΟΣΕΙΣ Α. Ε 2. Τσαμπακίδου Α. Κινητικές δεξιότητες. University Studio Press. Θεσσαλονίκη

PUPPET THEATPE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5051	SEMESTER	5 th
COURSE TITLE	PUPPET THEATPE		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to bring students into contact with the theatrical & pedagogical practice of Puppetry, both as a form of theatre art and as an educational tool in preschool settings. In addition, the aim of the course is to get to know how to make different forms of puppets, as well as to organize a Puppet Theater performance aimed at preschool children.</p> <p>Upon successful completion of the course, the student will be able:</p> <ul style="list-style-type: none"> • To understand and recall the world and Greek history of Puppet Theater, as well as the basic principles and particularities of theatrical expression, through puppetry. • To recognize basic issues of theatrical dramaturgy, text, direction, aesthetics and reception of the Puppet Theater from the point of view of the child-spectator. • To understand the theater of objects and the use of the theatrical doll in the pedagogical process. • To demonstrate skills in making and using a doll from various materials, but also applying techniques related to its movement and animation. • To develop skills of composition and presentation of a puppet show to the public, adapting or differentiating texts if necessary and adapting them according to the needs and the latest pedagogical and scientific findings. • To develop cooperation skills in order to contribute to setting up a Puppet Theater performance (text writing, musical score, etc.).
General Competences
<ul style="list-style-type: none"> • Respect for diversity and multiculturalism • Demonstration of social, professional and moral responsibility and leaflet sensitivity • Exercise of criticism and self-criticism • Teamwork • Promoting free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Puppet Theatre as a form of theatrical art. 2. World History of Puppet Theatre. Greek History Puppet Theatre. 3. Introduction to the basic principles and the specificities of theatre expression, through the doll, at a theoretical and practical level.

4. General issues of theatrical dramaturgy, text, direction, aesthetics and the acquisition of Puppet Theatre by the viewer. Writing text for a Puppet Theatre performance.
5. Fiction and script in Puppet Theatre.
6. The history, evolution and position occupied by the shadow theatre, as peculiar and multi-faceted research. This is being considered the relationship of the shadow theatre with the folk tale, expressions of folk delivery and design.
7. The Theatre of Objects.
8. The use of the theatrical doll in the pedagogical process.
9. Puppet theatre in preschool age.
10. The child as a pupil in Puppet Theatre. The child as a creator in Puppet Theatre.
11. Class doll and other pedagogical applications.
12. Prerequisites for creating a performance
13. Listening / tracking short projects and critically evaluating them.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about Puppet theatre and puppet theatre performance, as well as using moodle platform and e-mail for communication with students	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Independent Study	38
	Exams	3
	Practice	20
	Course total (25 hours for workload per credit unit)	100
STUDENT PERFORMANCE EVALUATION	Written examination (60%) in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions Presentation of team work in puppet theatre (40%)	

5. ATTACHED BIBLIOGRAPHY

1. Αλεξίου, Έ. (2004). Παίζουμε κουκλοθέατρο; Αθήνα: Καστανιώτης
2. Άλκηστις (2011). Κουκλο-θέατρο σκιών. Αθήνα: Πεδίο
3. Αναγνωστόπουλος, Β. (2003). Θέατρο σκιών και εκπαίδευση. Αθήνα: Καστανιώτης
4. Θεοχάρη-Περάκη, Ε. (1995). Κουκλοθέατρο. Τέχνη και τεχνική. Αθήνα: Εστία
5. Kleist, H. (1982). Οι μαριονέτες (μετ. Τζ. Μαστοράκη). Αθήνα: Άγρα
6. Κορμανός, Α.-Σ. (2003). Μαριονέττες. Η τεχνική της κινούμενης κούκλας. Αθήνα: Εργάνη
7. Μαγουλιώτης, Α. (2012). Ιστορία του Νεοελληνικού Κουκλοθεάτρου (1870-1938). Αθήνα: Παπαζήσης
8. Μαγουλιώτης, Α. (2006). Κουκλοθέατρο Ι. Κούκλες, σκηνικά, παίξιμο: Τρόποι, είδη, πατρόν: Προτάσεις για διαθεματικές και διεπιστημονικές προσεγγίσεις. Αθήνα: Καστανιώτης
9. Meschke, M. (2004). Το θέατρο στ' ακροδάχτυλα (μετ. Μ. Κουλεντιανού, επιμ. Α. Παρούση). Αθήνα: Τυπωθήτω
10. Παπανικολάου, Ρ. (2004). Κούκλες και κουκλοθεατρικά. Αθήνα: Μικρός Πρίγκηπας
11. Παρούση Α. (2012). Κουκλοθέατρο στην εκπαίδευση. Εκπαίδευση στο κουκλοθέατρο. Αθήνα: Πλέθρον
12. Παρούση, Α. (2000). Κούκλες κουκλοθεάτρου. Βιβλίο για τους εκπαιδευτικούς. Αθήνα: Πατάκης

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5061	SEMESTER	5 th
COURSE TITLE	EDUCATIONAL MATERIAL AND THE IMPLEMENTATION OF TEACHING IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE		Special Background	
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>Let the students know the historical development of the Educational material, its categories and the corresponding use in various activities in pre-school education and learning environments.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Be aware of the use of Educational Material and enhancement of the child's effort to create educational material. • Evaluate the results of modern teaching approaches in educational practice. • To acquire knowledge and skills for effective decision-making and proactive professional reflection.
General Competences
<ul style="list-style-type: none"> • Adapt to new situations • Decision making • Autonomous Work • Teamwork • Respect for diversity and multiculturalism • Respect for the natural environment • Exercise of criticism and self-criticism • Promotion of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Prerequisites for a successful teaching. 2. The material that is generally used in preschool centers. 3. Historical approach of the educational material. 4. The use of media and materials for learning purposes. 5. Experiential representations and the importance of learning procedure in authentic environments. 6. The educational material by Friedrich Froebel. 7. The educational material of Maria Montessori. 8. The educational material of Roza - Karolina Agazzi. 9. The educational material of O. Decroly.
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10. The educational material of M. Audemars - L. Lafendel.
11. The educational material of George Cuisenaire.
12. Activities and educational material.
13. Contemporary challenges in the production and utilization of educational material.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Individual/group essay writing	21
	Independent Study	40
	Course total (25 hours of workload per credit unit)	100
STUDENT PERFORMANCE EVALUATION	Written final exam (60%) that comprises: Multiple choice questions Evaluation questions of critical competence Presentation (40%) of individual or group work and a written work	

5. ATTACHED BIBLIOGRAPHY

1. Τσολάκη, Κ. (2006). *Παιδαγωγικό υλικό για παιδιά προσχολικής και πρωτοσχολικής ηλικίας*. Αθήνα: Καστανιώτη.
2. Ξανθάκου, Γ. (2011). *Δημιουργικότητα και Καινοτομία στο Σχολείο και την Κοινωνία*. Αθήνα: Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.
3. Σκουμπουρδή, Χ., (2012). *Σχεδιασμός ένταξης υλικών και μέσων στη μαθηματική εκπαίδευση των μικρών παιδιών*. Αθήνα: Πατάκη.
4. Μάνεση, Τ. (2018). *Δραστηριότητες, παιδαγωγικό και εποπτικό υλικό για το Νηπιαγωγείο*. Αθήνα: Αυτοέκδοση.
5. Σιβροπούλου, Ρ. (2006). *Η οργάνωση και ο σχεδιασμός του χώρου(νηπιαγωγείου) στο πλαίσιο του παιχνιδιού*. Αθήνα: Πατάκη.
6. Γερμανός, Δ. (2002). *Οι τοίχοι της γνώσης: Σχολικός χώρος και εκπαίδευση*. Αθήνα: Gutenberg.
7. Γερμανός, Δ. (2004). *Χώρος και διαδικασίες αγωγής: η παιδαγωγική ποιότητα του χώρου*. Αθήνα: Gutenberg.
8. Μιχαλοπούλου Κ., Χιωτάκη Ειρ. (2008). *Η ανακάλυψη και κατανόηση του περιβάλλοντος*. Αθήνα: Αθανάσιος Καστανιώτης.

PROFESSIONAL ETHICS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 5071	SEMESTER	5 th
COURSE TITLE	PROFESSIONAL ETHICS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>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.</p> <p>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.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the principles and behavioral criteria governing his / her workplace. 2. Distinguish the rights, duties and tasks associated with the exercise of his profession and aiming at the proper conduct of the profession. 3. Prevent and resolve problems that arise in the workplace. 4. Develop cooperation and communication skills with the parents and guardians of infants in order to achieve treatment goals. 5. Develop communication's and collaboration's skills with colleagues and other professionals.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Production of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 11. The Concept of Ethics 12. Working relationships. 13. Occupational Rights and Obligations of Employees 14. Functions of a civil servant. Behavior of an employee 15. Disciplinary misconduct. Disciplinary sentences – Apology 16. Ethics and staff of nurseries 17. Professional Rights of Preschool Teachers 18. Ethics of Preschool Age Teachers 19. The staff of the Nursery School
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20. Characteristics of a capable Preschool Teacher. Factors that affect his behavior and work
21. The role of Preschool Age Teacher
22. Professional relations - cooperation between educators and parents. Problems in their relationships
23. Attitude of Preschool Age Pedagogue towards children with special needs or behavioral problems

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Study	58
	Exams	3
	Course total (25 hours of workload per credit unit)	100
STUDENT PERFORMANCE EVALUATION	Written exam including: <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions 	

5. ATTACHED BIBLIOGRAPHY

1. Σακελλαρίου, Μ., Ζεμπύλας, Μ. & Πέτρου, Α. (2010). Ηθική και Εκπαίδευση, Διλήμματα και Προοπτικές. Εκδόσεις: Κριτική.
2. Μιχαλάς, Τ. Στοιχεία Επαγγελματικής Δεοντολογίας. Εκδόσεις ΙΩΝ, 1998.
3. Σάιφερ, Στ. Πρακτικές λύσεις για κάθε πρόβλημα. Εκδόσεις: Πατάκη, 2002.

6th Semester (ΣΤ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6th		
COURSE CODE	EYLC 6011 EYLC 6012	SEMESTER	6 th
COURSE TITLE	CHILD'S CARE AND EDUCATION I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	7,5
Practice		4	
COURSE TYPE		Specialization	
PREREQUISITE COURSES:		None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		No	
COURSE WEBSITE (URL)		www.uoi.gr (under construction)	

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to provide students with the necessary knowledge about the child's development during the 4th years of his/her life (motion development, hand and finger skills, linguistic, emotional, cognitive and social development).</p> <p>In addition, through practice in Preschool Settings the students build experiential play, puppet theater and fine art creations involving children in the Preschool Foundation program.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Enhance the development stages of the child's skills (motor, mental, social and emotional maturity). • Distinguish essentials normal or abnormal development of the infant. • Understand their role as preschool teacher and create an appropriate environment in the Nursery School for the development of skills and competences for the children. • Acquire a sense of security and confidence in the Nursery School.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Working in an international environment • Criticism and self-criticism

3. SYLLABUS

<ol style="list-style-type: none"> 1. Pregnancy. 2. Prenatal period. 3. Preparation of infant reception (clothing - furniture - utensils - room). 4. Perinatal period. 5. Birth. 6. Coverage of basic needs (sleep - diet - development) in its first year life of the infant 7. Infant development (emotional, kinetic, cognitive, skills, sensory) 0-12 months.
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8. Monitor the health development of the infant (0-12 months).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentation, E-mail communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Self -Study	53,5
	study of bibliography	40
	Exams	3
	Practice	52
	Course total (25 hours of workload per credit unit)	187,5
STUDENT PERFORMANCE EVALUATION	<p>Written examination (50%) which includes:</p> <ul style="list-style-type: none"> • Short answer questions • Multiple choice questions <p>Presentation of an applied daily educational I program at the Nursery (50%) and discussion with the fellow students</p>	

5. ATTACHED BIBLIOGRAPHY

1. Shelov, S. (2011). Η Φροντίδα του Μωρού και του Μικρού Παιδιού, από τη Γέννηση έως τα 5 του Χρόνια, Εκδόσεις: Broken Hill Publishers LTD.
2. Lightfoot, C., Cole, M. & Cole, S. (2014). Η Ανάπτυξη των Παιδιών. Εκδόσεις: Γ. ΔΑΡΔΑΝΟΣ – Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
3. Leach, P. (2018). Τα πρώτα κρίσιμα χρόνια του παιδιού μας. Εκδόσεις: Α. ΠΑΠΑΖΗΣΗΣ
4. Smith, P., Cowie, H. & Blades, M. (2018). Κατανοώντας την Ανάπτυξη των Παιδιών. Εκδόσεις: Α. ΤΖΙΟΛΑ & ΥΙΟΙ Α.Ε.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6021 EYLC 6022	SEMESTER	6 th
COURSE TITLE	INTERCULTURAL EDUCATION - TEACHING APPLICATIONS IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY HOURS	TEACHING
Lectures		2	4,5
Laboratory		1	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course, students come in first contact with key issues of the scientific field of Intercultural Education. There is a focus on the basic concepts that define educational choices in multicultural conditions. Awareness of issues related to the creation and maintenance of stereotypes, prejudices and general attitudes of discrimination regarding social, cultural, linguistic, biogenic diversity. Knowledge of the necessary teaching approaches that serve to highlight and accept diversity and individuality, as well as the weakening of the stereotyped notions of approach. Development of student's ability in identifying and managing an appropriate pedagogical way the exclusion and discrimination of issues which might underlie or appear in their relationships with pre-school children.</p> <p>Students should develop the following skills at the end of the semester:</p> <ul style="list-style-type: none"> • Acquaintance with the basic concepts such as prejudices, stereotypes and discrimination, as they might manifest in the preschool center. • Awareness of the harmfulness of discrimination, both at the level of the individual identity of the children, as well as in the provision of modern and valuable educational work. • Acquirable ability to critically select materials and methods that meet the needs of the multicultural pre-school center. • Awareness of the important role of parents in educational work and familiarization with ways and methods of approaching and co-operating with pedagogues with foreign and native parents.
General Competences
<ul style="list-style-type: none"> • Adapt to new situations • Autonomous Work • Teamwork • Demonstration of social, professional and moral responsibility and gender sensitivity • Exercise of criticism and self-criticism

- Promoting free, creative and inductive thinking

3. SYLLABUS

Basic Terminology and Structure of the Scientific Field of Intercultural Education. The course focuses on the pedagogical and teaching approach of the multicultural class or the "homogeneous" class in a multicultural environment. It examines the time, stages and areas of prejudice in early childhood children and discusses the positions and objectives of pedagogy against prejudices. The ways of recognizing stereotypes and prejudices in the preschool center, as well as the pedagogical goals and methods of combating them, are examined. Another issue that concerns is related to the management of different races, gender and culture:

1. Pedagogical tools are proposed to support diversity, equitable and individualized education, cultivation of self-esteem, empathy and critical thinking.
2. Emphasis is placed on the importance of the relationship of foreign and native parents with the pre-school center. Also methods of approach and involvement in the pedagogical work are examined.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class, Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	26
	Laboratory	13
	Little essays	30
	Independent Study	56
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final exam (50%) that comprises: Short answer questions Evaluation questions of critical competence Presentation (50%) of individual or group work and a written	

5. ATTACHED BIBLIOGRAPHY

1. Γκότοβος, Α. (2003). Εκπαίδευση και ετερότητα. Αθήνα: Μεταίχμιο.
2. Γκόβαρης, Χ. (2011). Εισαγωγή στη Διαπολιτισμική Εκπαίδευση. Αθήνα: Κ. Μπάμπαλης.
3. Γκόβαρης, Χ. (2013). Διδασκαλία και Μάθηση στο Διαπολιτισμικό Σχολείο. Αθήνα: Δαρδανός & ΣΙΑ ΕΕ.
4. Πανταζής, Σ. (2006). Διαπολιτισμική Αγωγή στο Νηπιαγωγείο. Αθήνα: Ατραπός.
5. Μπάρος Β., Στεργίου Λ., Χατζηδήμου Κ. (2014). Ζητήματα Διαπολιτισμικής Επικοινωνίας και Εκπαίδευσης. Αθήνα: Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.
6. Σκούρτου, Ε.(2011). Η διγλωσσία στο σχολείο. Αθήνα: Γ. Δάρδανος – Κ. Δαρδανός ΟΕ.
7. Τριλίβα Σ., Αναγνωστοπούλου Τ., Χατζηνικολάου Σ. (2008). Ούτε καλύτερος, ούτε χειρότερος... απλά διαφορετικός! Αθήνα: Γ. ΔΑΡΔΑΝΟΣ – Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
8. Vandenbroeck Michel (2004). Με τη ματιά του Γέτι. Αθήνα: ΚΑΠΟΛΑ ΚΩΝ. ΠΑΓΩΝΑ.
9. Louise Derman – Sparks & ομάδα εργασίας Α.Β.С.(2010). Καταπολεμώντας τις προκαταλήψεις. Αθήνα: ΚΕΝΤΡΟ ΠΑΙΔΑΓΩΓΙΚΗΣ & ΚΑΛΛΙΤΕΧΝΙΚΗΣ ΕΠΙΜΟΡΦΩΣΗΣ «Σχεδία».

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6031	SEMESTER	6 th
COURSE TITLE	DEVELOPMENTAL PSYCHOPATHOLOGY		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4,5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to understand the criteria of physiological / pathological behavior, dysfunctional/ functional patterns and comorbidity. On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the basic theoretical approaches to Developmental Psychopathology, as well as the findings of psychological research • Become familiar through the presentation of clinical cases with the clinical image of the disorder, the diagnostic criteria, the epidemiological data • Gain the ability to recognize emotional and behavioral disorders pertaining to infants and toddlers. • Draw, compile and present information from different bibliographic sources in a valid and scientific way, utilizing new technologies
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Criticism and self-criticism • Production of free and inductive thinking • Respect for difference • Search for, analysis and synthesis of data and information, with the use of the necessary technology

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction - Basic Concepts - Historical Background 2. Criteria of mental health, criteria of human behavior - Developmental approach of Psychopathology 3. Classification and diagnosis of early childhood disorders - Classification systems and clinical practice 4. Causal factors and symptoms of mental disorders through different theoretical models 5. Anxiety disorders - Post-traumatic disorder - Separation anxiety disorder 6. Phobias - Panic disorder – Obsessive/compulsive disorder 7. Attention Deficit/Hyperactivity Disorder 8. Cognitive and diffuse developmental disorders
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching, Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Analysis of Bibliography	20,5
	Individual study	50
	Exams	3
	Course Total (25 hours of workload per credit unit)	112,5
STUDENT PERFORMANCE EVALUATION	Final written exams (100%) including: - Multiple choice questions - Open questions	

5. ATTACHED BIBLIOGRAPHY

1. Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία παιδιών και εφήβων*. Αθήνα: Τυπωθήτω.
2. Wilmshurst, L. (2011). *Εξελικτική Ψυχοπαθολογία. Μία αναπτυξιακή προσέγγιση* (Επιμ. Η. Μπεζεβέγκης). Αθήνα: Gutenberg.
3. Wenar, Ch., & Kerig, P. (2011). *Εξελικτική Ψυχοπαθολογία*. (Επιμ. Δ. Μαρκουλής & Ε. Γεωργάκα). Αθήνα: Gutenberg.
4. Κουρκούτας, Η.Ε. (2011). *Προβλήματα συμπεριφοράς στα παιδιά. Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου*. Αθήνα: Εκδόσεις Τόπος.
 - Περιοδικό: Ψυχολογία
 - The Journal of Child Psychology and Psychiatry
 - Journal of Abnormal Child Psychology
 - Development and Psychopathology
 - The American Journal of Psychiatry
 - Σημειώσεις αναρτώμενες στο moodle
 - Εργαστηριακό υλικό αναρτώμενο στο moodle (βοηθητικό υλικό κατανόησης, πειράματα, links)

CHILDREN'S LITERATURE – NARRATIVE THEORY

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6041	SEMESTER	6 th
COURSE TITLE	CHILDREN'S LITERATURE – NARRATIVE THEORY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4,5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	Introduction to Children's Literature		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning Outcomes
<p>Familiarize students in the critical analysis of children's literature genres and narrative features.</p> <p>Upon successful completion of the course students will have acquired knowledge of the basic elements, aspects and special features on children's literature.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> • Understand key issues of criticism of children's literature. • Focus on techniques of narrative analysis on children's novels. • Design programs and pedagogical interventions for children in the preschool age. • Understand the link between literature and infant's education, care and training. • Acquire language and communication skills that contribute to the cultivation of children's imagination and literary use of language.
General Competences
<ul style="list-style-type: none"> • Autonomous work. • Teamwork. • Respect for difference and multiculturalism. • Showing social, professional and moral responsibility and sensitivity to gender issues.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Comparative literature and children's literature. 2. Basic areas of comparative children's literature. 3. Study of contact and transport, intercity, interpersonally, image study, comparative poetics. 4. Investigation of key elements of the narrative approach. 5. Aspects of narrative theory. 6. Writer and Narrator: differences. 7. Narrative ways and their function: narration, description, monologue, innermonologue, dialogue, narrator's commentary. 8. Narrator and recipient of storytelling. 9. "Time" in narration. 10. World Literature - Children's Books.
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4. TEACHING AND LEARNING METHODS -EVALUATION

DELIVERY	Face to face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.		
TEACHING METHODS	Activity	Semester Workload	
	Lectures	69	
	Study and analysis of bibliography	40,5	
	Final Exams	3	
	Total Course (25 hours of workload per unit of credit)	112,5	
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.</p>		

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. O'Sullivan E. 2010. <i>Συγκριτική παιδική λογοτεχνία</i>. Εκδόσεις Επίκεντρο Α.Ε. 2. Παπαντωνάκης Γ. 2009. <i>Θεωρίες λογοτεχνίας και ερμηνευτικές προσεγγίσεις κειμένων για παιδιά και για νέους</i>. Σ. ΠΑΤΑΚΗΣ ΑΝΩΝΥΜΗ ΕΜΠΟΡΙΚΗ ΕΚΔΟΤΙΚΗ ΚΑΙ ΔΙΑΝΕΜΗΤΙΚΗ ΕΤΑΙΡΕΙΑ 3. Καλλίνης, Γ. 2005. <i>Εγχειρίδιο αφηγηματολογίας. Εισαγωγή στην τεχνική της αφήγησης</i>. Αθήνα: Μεταίχμιο. 4. Άλκηστις, 2012. <i>Η δραματοποίηση για παιδιά</i>. Αθήνα: Πεδίο 5. Τσιλιμένη, Τ. 2011. <i>Αφήγηση και Εκπαίδευση. Εισαγωγή στην τέχνη της αφήγησης</i>. Αθήνα: Επίκεντρο ΑΕ

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 ^o		
COURSE CODE	EYLC 6051	SEMESTER	6 ^o
COURSE TITLE	CRITICAL REFLECTION AND PERSONAL DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4,5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>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.</p> <p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance of critical reflection in the context of personal development • Recognize the importance of reflective practice and use of reflective strategies to improve and evolve at a personal and professional level. • Develop and utilize skills such as observation, critical thinking, discussion, questioning, analysis and synthesis of theory and practice. • Use a variety of sources of information about the subject of their studies and deploy them in an appropriate and effective way. • Adopt forms of reflective practice and promotion of critical thinking to ensure quality learning and development opportunities for children
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Working in an interdisciplinary environment • Criticism and self-criticism • Production of free, creative and inductive thinking • Respect for difference and multiculturalism • Search for, analysis and synthesis of data and information, with the use of the necessary technology

3. SYLLABUS

1. Introduction-Clarification of basic concepts and terms
2. Theoretical Approaches - Ideological background
3. Meaning-making, learning and development
4. Meaning-making and critical reflection
5. Transformative learning
6. Critical consciousness and change – the role of mutual learning communities
7. Reflective practice in early childhood education and care: dimensions and strategies
8. Reflective methods: the contribution of aesthetic experience in shaping critical ability
9. Stages of consciousness and alternative approaches to the use of critical thinking in the context of ensuring quality learning and developmental experiences for children
10. Barriers to reflective practice
11. Critical reflection and empowerment
12. Socio-political dimension of the role of the critically reflective early years' practitioner
13. Further implications and concerns

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PPTs, Audio-Visual Media, Videos, Moodle learning platform	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Analysis of Bibliography	20,5
	Individual study	50
	Exams	3
	Course Total (25 hours of workload per credit unit)	112,5
STUDENT PERFORMANCE EVALUATION	Final written exams (100%) including: - Multiple choice questions - Open questions	

5. ATTACHED BIBLIOGRAPHY

1. Ζαρίφης, Γ. (Επιμ.)(2009). *Ο κριτικός στοχασμός στη μάθηση και εκπαίδευση ενηλίκων: Θεωρητικές προσεγγίσεις & πρακτικές προεκτάσεις*. Αθήνα: Παπαζήση.
2. Καλαϊτζοπούλου, Μ. (2001). *Ο εκπαιδευτικός ως στοχαζόμενος επαγγελματίας*. Αθήνα: τυπωθήτω-Γιώργος Δαρδανός.
3. Haynes, J. (2009). *Τα παιδιά ως φιλόσοφοι. Μάθηση μέσω έρευνας και διαλόγου στην πρωτοβάθμια εκπαίδευση*. Αθήνα: Μεταίχμιο
4. Κόκκος, Α. και Συνεργάτες (2011). *Εκπαίδευση μέσα από τις Τέχνες*. Αθήνα: Μεταίχμιο.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6061	SEMESTER	6 th
COURSE TITLE	ICT IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	4,5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF TEACHING and EXAMINING:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning Outcomes
<p>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.</p> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • 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.
Learning Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of necessary technology • Decision making • Autonomous work • Teamwork • Promotion of free, creative and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to learning and technology 2. Usage and utilization of ICT in pre-school education. 3. Pros and cons of ICT use in early childhood education. 4. Pedagogy and ICT. 5. Early childhood educators abilities: ICT education and training. 6. The ethical dimension of ICT in education. 7. Prerequisites for ICT learning. 8. ICT tools used in teaching and learning. 9. Characteristics of pre-school ICT software. 10. ICT applications in preschool education. Examples.
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4. TEACHING and LEARNING METHODS -EVALUATION

DELIVERY	Face to face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.		
TEACHING METHODS	Activity	Semester Workload	
	Lectures	69	
	Independent Study and Bibliographical Study	40,5	
	Exams	3	
	Total Course (25 hours of workload per unit of credit)	112,5	
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Method of evaluation: Written: - Multiple choice questions and / or - Issues development issues</p>		

5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none"> 1. Νικολοπούλου Κ. 2018. <i>Οι τεχνολογίες της πληροφορίας και των επικοινωνιών στην προσχολική εκπαίδευση</i>. Σ. ΠΑΤΑΚΗΣ ΑΝΩΝΥΜΗ ΕΜΠΟΡΙΚΗ ΕΚΔΟΤΙΚΗ ΚΑΙ ΔΙΑΝΕΜΗΤΙΚΗ ΕΤΑΙΡΕΙΑ. 2. Κουμπούρος, Ι. (2011). <i>Τεχνολογίες Πληροφοριών και Επικοινωνίας και Κοινωνία</i>. Εκδόσεις Νέων Τεχνολογιών. Μον. ΕΠΕ 3. Παγγέ Τ. 2015. <i>Εκπαιδευτική Τεχνολογία και Εφαρμογές Διαδικτύου</i>. ΕΚΔΟΣΕΙΣ ΔΙΣΙΓΜΑ ΙΚΕ. 4. Newby, T. J., Sterich, D. A., Lehman, J. D. & Russel, J. D. 2009. <i>Εκπαιδευτική Τεχνολογία για Διδασκαλία και Μάθηση</i>. Εκδόσεις Επίκεντρο <p>- Ψηφιακό αποθετήριο «Ελλάνικος» Συλλογή: «Νέες Μορφές Εκπαίδευσης και Μάθησης, Τμήμα Επιστημών της Προσχολικής Αγωγής και του Εκπαιδευτικού Σχεδιασμού, Πανεπιστήμιο Αιγαίου. http://hellenicus.lib.aegean.gr/handle/11610/5424</p> <p>http://hellenicus.lib.aegean.gr/handle/11610/5424</p>

BUSINESS INNOVATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6071	SEMESTER	6 th
COURSE TITLE	BUSINESS INNOVATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4,5
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course offerw general background and knowledge in enterpreunership and business innovation with emphasis on preschool organizations.</p> <p>With the successful completion of the course, the students will:</p> <ul style="list-style-type: none"> • Acquire knowledge of bussiness, innovation, social trends and needs, seeking business opportunities, development of business ideas. • Develop skills for business initiatives and innovative business plans. • Be capable to evaluate business plans of preschool education projects.
General Competences
<ul style="list-style-type: none"> • Project planning and management. • Adapting to new situations. • Decision making. • Working independently. • Team work. • Working in an international environment. • Production of free, creative and inductive thinking.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Definitions of entrepreneurship and Innovation. 2. Entrepreneurship: Content, definitions, theoretical approaches. 3. Implementation of business ideas. 4. Youth entrepreneurship. 5. Start- up companies. 6. Financing & support of startups 7. Critical early stage <i>factors</i> for established bussinesses. 8. Critical growth factors for established bussinesses. 9. Business plans. 10. SWOT – PEST analysis. 11. Business innovation. Content, definitions, theoretical approaches.
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12. Business innovation. Types.Barriers to innovation.
13. Case studies of business innovation in preschool education sector.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	69
	Project work/ Autonomous study	40,5
	Exams	3
	Course total (25 hours of work load per ECTS credit)	112,5
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Storey D., Greene F., Χασιίδ Ι., Φαφαλιού Ε. 2011. *Επιχειρηματικότητα για μικρές και μεσαίες επιχειρήσεις*. Εκδόσεις Κριτική.
2. Osterwalder, Α. και Pigneur, Υ. 2013. *Ανάπτυξη Επιχειρηματικών Μοντέλων*, Εκδόσεις Παπασωτηρίου, Αθήνα.
3. Μπιτζένης Α. 2014. *Διεθνής Επιχειρηματικότητα και Επενδύσεις: Σύγχρονο Ελληνικό Επιχειρηματικό περιβάλλον*. Εκδόσεις Σταμούλης ΑΕ.
4. Χατζηκωνσταντίνου, Γ.Θ. & Γωνιάδης, Η.Ι. 2009. *Επιχειρηματικότητα και Καινοτομία*. Εκδόσεις Gutenberg, Αθήνα.
5. Lowe, R. & Marriott, S. 2007. *Enterprise: Entrepreneurship and Innovation. Concepts, Contexts and Commercialization*. Elsevier.

- Related academic journals

1. Entrepreneurship Education.
<https://www.springer.com/education+&+language/professional+&+vocational+education/journal/41959>
2. International Journal of Entrepreneurship and Innovation Management.
<http://www.inderscience.com/jhome.php?jcode=ijeim>

PARENTAL ENGAGEMENT IN EARLY CHILDHOOD EDUCATION AND CARE

• GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 6081	SEMESTER	6 th
COURSE TITLE	PARENTAL ENGAGEMENT IN EARLY CHILDHOOD EDUCATION AND CARE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4,5
COURSE TYPE	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

• LEARNING OUTCOMES

Learning outcomes
<p>It is expected that upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Distinguish and define the wide variety of terms that are used in the literature related to parental engagement; • Distinguish the differences between the different forms of communication / cooperation and understand the need for these conceptual clarifications; • Recognize and explain the importance of the home learning environment, the dimensions that shape it and the forms of engagement within the home setting; • Recognize the importance of parental engagement for all those involved (parents, children, preschool educators); • Highlight the special importance of fathers' engagement in early childhood education and care; • Identify the types of information that parents and educators should exchange and the various forms that the communication between them can take.; • Analyze the main conditions that characterize an effective communication; • Have knowledge of the various typologies and models of parental engagement; • Identify the main barriers to parent-teacher relationships and create appropriate environments and conditions that break down these barriers; • Familiarize themselves with the design of personalized strategies for developing a parental engagement policy; • Connect theory and practice through the use of simulation applications.
General Competences
<ul style="list-style-type: none"> • Analyze and adapt their acquired knowledge to create the right conditions for effective parental engagement; • Manage and implement small scale research, under supervision, both individually and collectively; • Make decisions, evaluate them and take responsibility in complex professional contexts that change and evolve.

- Develop issues based on scientific documentation and form valid judgments, which take into account the relevant social, economic, cultural and moral dimensions of the issue;
- Using scientific sources or sources specialized in theoretical and professional subjects, they collect, analyze and select in a critical and responsible way the ideas and information for those elements that concern them;
- Properly apply the appropriate tools and appropriate analysis techniques in investigating the key issues in the scientific field of parental engagement;
- Communicate with specialized and non-specialized groups and audiences, in order to convey orally, in writing and by other means, information, ideas, problems and solutions to specific issues.

• SYLLABUS

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.

The topics/themes that will be explored during the course are the following:

1. Conceptual approaches and clarifications of terms
2. The home learning environment and the types of engagement at home
3. The importance of parental engagement
4. Communication of parents - teachers
5. Typologies and models of parental engagement
6. The complexity of parental engagement
7. Strategies for designing a parental engagement policy

• TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> • Use of ICT during lectures • Simulation and online platforms • Use of ICT for the communication with the students 	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Self -Study	50
	Study of bibliography	20.5
	Exams	3
	Course total (25 hours of work load per ECTS credit)	112,5
STUDENT PERFORMANCE EVALUATION	Written exam with short answer and multiple choice questions (80%)	
	Written assignment (20%)	

• ATTACHED BIBLIOGRAPHY

1. Ρέντζου, Κ. (2022). *Γονεϊκή εμπλοκή στην προσχολική εκπαίδευση και φροντίδα. Πρακτικός οδηγός για γονείς και εκπαιδευτικούς*. Αθήνα: Gutenberg
2. Εταιρεία για την Ανάπτυξη και τη Δημιουργική Απασχόληση των Παιδιών (ΕΑΔΑΠ), Αναγνωστοπούλου Λ., και Ρήγα Β. (2004). *Μαζί. Παιδαγωγοί και γονείς στο διαπολιτισμικό σχολείο*. Αθήνα: Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
3. Κυπριανός, Π. και Pourtois, J.P. (επιμ.). (2015). *Οικογένεια, σχολείο, τοπικές κοινωνίες*. OPPORTUNA AMKE

7th Semester (Ζ' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7011 EYLC 7012	SEMESTER	7 th
COURSE TITLE	CHILD'S CARE & EDUCATION II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	7,5
	Practice	4	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	Child's Care & Education I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is the understanding of the principles of pre-school education, starting with the history and philosophy of pre-school education. The objectives of the course are:</p> <ul style="list-style-type: none"> • Providing knowledge about the relationships between the natural environment and the quality of childcare and care • The choice of treatment and care of the child by third parties • The role of pre-school educators and their characteristics • Observation of the pedagogical work and the preschool unit (facilities, playground, children's playground, surveillance and pedagogical material) • Recognition of problems that may arise from possible family issues (such as divorce, abuse, etc.) and the effort to solve them in the classroom environment • Recognizing extreme behaviours that the child may pose and creating appropriate conditions to prevent and resolve them. <p>In addition, through practice in Preschool Settings, students acquire the basic principles of implementing integrated educational programs that help socialization and emotional balance of children.</p> <p>Upon successful completion of the course, the student will be able:</p> <ul style="list-style-type: none"> • To distinguish the characteristics that the teacher must possess • To evaluate the possibilities of providing care for preschool children, to objectively judge the appropriateness of each environment and to choose based on the child's best interest • To recognize any extreme behaviors displayed by the toddler and to create suitable conditions for their prevention and resolution, and • To distinguish problems that may arise from potential family issues (such as divorce, abuse, etc.) and to make necessary provisions and develop the procedures that consolidate and support the classroom environment.
General Competences
<ul style="list-style-type: none"> • Respect for diversity and multiculturalism • Adapt to new situations • Decision making • Production of new research ideas • Autonomous work

•Teamwork

3. SYLLABUS

1. The History and Philosophy of Preschool Education in Greece and the World
2. Initial stages of education and childcare
3. Characteristics of good preschool teacher
4. The role of the educator in the learning process
5. Care options (home care, nursery)
6. Cultivating relationships with the person who cares for the child
7. Behaviour of the child: Aggression, hyperactivity and lack of attention,
8. Explosions of anger, Miscellaneous "Teak", sadness and confrontation
9. Television and computer
10. Family issues: adoption, child abuse - negligence, divorce, brotherhood, single parent families, mixed families
11. Criteria and forms of assessment of sites, work and persons involved in the education and care of infants

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about education and care of the children and the characteristics of the preschool teacher, as well as using moodle platform and e-mail for communication with students														
TEACHING METHODS	<table border="1"><thead><tr><th><i>Activity</i></th><th><i>Semester workload</i></th></tr></thead><tbody><tr><td>Lectures</td><td>39</td></tr><tr><td>Independent Study</td><td>53,5</td></tr><tr><td>Study of References</td><td>40</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>Practice</td><td>52</td></tr><tr><td>Course total (25 hours of workload per credit unit)</td><td>187,5</td></tr></tbody></table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent Study	53,5	Study of References	40	Exams	3	Practice	52	Course total (25 hours of workload per credit unit)	187,5
	<i>Activity</i>	<i>Semester workload</i>													
	Lectures	39													
	Independent Study	53,5													
	Study of References	40													
	Exams	3													
Practice	52														
Course total (25 hours of workload per credit unit)	187,5														
STUDENT PERFORMANCE EVALUATION	Written examination (50%) in Greek which includes: <ul style="list-style-type: none">• Short Response Questions• Multiple choice questions Presentation of an applied daily educational I program at the Nursery (50%) and discussion with the fellow students														

5. ATTACHED BIBLIOGRAPHY

1. SHELOV s. (2011). Η Φροντίδα του Μωρού και του Μικρού Παιδιού, από τη Γέννηση έως τα 5 του Χρόνια. Αθήνα: Broken Hill Publishers LTD
2. Lightfoot Cynthia, Cole Michael, Cole Sheila, Μπαμπλέκου Ζωή (επιμ.), Κουλεντιανού Μαργαρίτα (μετ.) (2014). Η Ανάπτυξη των παιδιών (Εκδότης): Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε
3. Copple C. & Bredekamp S. (2011). Αναπτυξιακά κατάλληλες πρακτικές για παιδιά προσχολικής ηλικίας. Εκδόσεις ΠΕΔΙΟ Α.Ε.
4. Leach P. (2018). Τα πρώτα κρίσιμα χρόνια του παιδιού μας. Εκδόσεις Α. ΠΑΠΑΖΗΣΗΣ
5. Ντόναλντ Βίννικοτ (2009). Το παιδί, η οικογένεια και ο εξωτερικός του κόσμος. Εκδόσεις ΚΑΣΤΑΝΙΩΤΗΣ
6. Κάτσιου-Ζαφρανά Μ. (2018). Εγκέφαλος και Εκπαίδευση. Εκδόσεις: Αφοι Κυριακίδη

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7021 EYLC 7022	SEMESTER	7 th
COURSE TITLE	CONTEMPORARY TRENDS OF EARLY CHILDHOOD-METHODS & APPLICATIONS OF CONTEMPORARY TEACHING MODELS IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		2	5
Laboratory		1	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>In this course, the students come in contact with 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.</p> <p>Upon successful completion of the course, the students will be able:</p> <ul style="list-style-type: none"> • to be familiar with the current trends in Preschool Education, • to appreciate the results of current teaching approaches for the pedagogical practice regarding to knowledge of alternative ways of educating early childhood children as well as teacher training, • to learn how to plan and design pedagogical practices in the preschool setting, • to use teaching methods and means, • to plan and implement activities, • to design and implement programme plans, • to utilize the Project method and the interdisciplinary approach to learning processes and • to shape the corresponding environmental conditions for this purpose in the preschool setting.
General Competences
<ul style="list-style-type: none"> • Adapt to new situations • Independent work • Teamwork • Demonstration of social, professional and moral responsibility and gender sensitivity • Exercise of criticism and self-criticism • Promotion of free and inductive thinking

3. SYLLABUS

The content of the scientific field is based on the teaching approaches of collaborative learning, group cooperative teaching and experiential communication teaching. These lessons derive from the theories of Vygotsky and Gardner.

More specifically :

1. Learning Approach to Learning - Project Method.
2. Vygotsky.
3. Reggio Emilia.
4. Developmentally appropriate practical methods.
5. Waldorfkindergarten.
6. Waldkindergarten.
7. Children's Museum: An Alternative Way of Educating Children and Teachers.
8. Examples of innovative educational practices and educational groups in Greece.
9. Cognitive development and educational applications in early childhood education.
10. Social and emotional development and early childhood applications in early childhood education.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class, Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of audio-visual material Support of learning process through the e-class platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	26
	Laboratory	13
	Individual/group assignments	40
	Independent Study	46
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (50%) which includes: Multiple choice questions Evaluation questions of critical competence Presentation of group and written work (50%)	

5. ATTACHED BIBLIOGRAPHY

1. Ντολιοπούλου, Ε., (2001). Σύγχρονες Τάσεις της Προσχολικής Αγωγής. Αθήνα: Δαρδανός.
2. Ντολιοπούλου, Ε., (2004). Σύγχρονες τάσεις στην προσχολική εκπαίδευση. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
3. Ντολιοπούλου, Ε., (2003). Σύγχρονα Προγράμματα για παιδιά προσχολικής ηλικίας. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
4. Λαλούμη- Βιδάλη, Ε., (2016). Ανθρώπινες σχέσεις και επικοινωνία στην προσχολική εκπαίδευση. Θεσσαλονίκη: Αφοι Vidali.
5. Αυγητίδου, Σ., (2008). Συνεργατική μάθηση στην προσχολική εκπαίδευση. Αθήνα: Γ. ΔΑΡΔΑΝΟΣ – Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
6. Αυγητίδου Σοφία (επιμ.), Τζεκάκη Μαριάννα (επιμ.), Τσάφος Βασίλης (επιμ.), Ανδρούσου Αλεξάνδρα, Γουργιώτου Έφη, Γρηγοριάδης Αθανάσιος, Κακανά Δόμνα-Μίκα, Κορτέση-Δαφέρμου Χαρά, Καμπεζά Μαρία, Μιχαλοπούλου Κατερίνα, Μπιρμπίλη Μαρία, Μπότσογλου Φένια, Παπανδρέου Μαρία, Ρεκαλίδου Γαλήνη, Σφυρόερα Μαρία, (2016). Οι υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται. Αθήνα: Δαρδανός.
7. Ιωαννίδου, Αικ., Καπουλίτσα-Τρούλου, Θ. (2012). Κατανοώντας τις 100 Γλώσσες των παιδιών. Σύγχρονες Διδακτικές Πρακτικές για την Προσχολική Αγωγή. Θεσσαλονίκη: Τσαχουρίδης Ιωάννης.
8. Κακανά, Δ.Μ. (2015). Η ομαδοσυνεργατική διδασκαλία και μάθηση. Θεσσαλονίκη: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ.
9. Kay Mathieson, επιστ. επιμ.: Μαρία Σακελλαρίου. (2018). Κοινωνικές Δεξιότητες στην Προσχολική Ηλικία: Υποστηρίζοντας την κοινωνική και συμπεριφορική μάθηση. Αθήνα: Πεδίο.

10. Dave Riley, Robert R. San Juan, Joan Klinkner, Ann Ramminger, επιστ. επιμ.: Μαρία Σακελλαρίου. (2018). Κοινωνική και Συναισθηματική Ανάπτυξη στην Προσχολική Αγωγή και Εκπαίδευση: Συνδέοντας τις δομές με την επιστήμη και την πρακτική. Αθήνα: Πεδίο.
11. Katz, L.G., Chard, S.C., Κόνσολας, Μ., (2011). Η μέθοδος Project: Η ανάπτυξη της κριτικής σκέψης και της δημιουργικότητας των παιδιών της προσχολικής ηλικίας. Αθήνα: Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.
12. Μουμουλίδου, Μ., (2006). Η παιδαγωγική του σχεδίου εργασίας στην προσχολική εκπαίδευση: Θεωρητικό πλαίσιο και πράξη. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
13. Κουτσουβάνου, Ε., κ.ά. (2006). Οι κοινωνικές επιστήμες στην προσχολική εκπαίδευση. Αθήνα: Οδυσσέας.
14. Κουτσουβάνου, Ε., (2004). Η θεωρία του Piaget και παιδαγωγικές εφαρμογές στην προσχολική εκπαίδευση. Αθήνα: Οδυσσέας.
15. Σιδηροπούλου Φ., Τσαούλα Κ., (2008). Παιδικός σταθμός και έρευνα. Αθήνα: Ύψιλον.
16. Ε.Α.Δ.Α.Π., (2003). Προς μία συνεργατική και συμμετοχική επιμόρφωση στην αγωγή. Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.
17. Μπαγάκης, Γ. (επιμ.) (2006). Εκπαιδευτικές αλλαγές, η παρέμβαση του εκπαιδευτικού και του σχολείου. Αθήνα: Μεταίχμιο.
18. Χρυσ αφίδης, Κ., (2004). Βιωματική-επικοινωνιακή διδασκαλία. Η εισαγωγή της μεθόδου project στο σχολείο. Αθήνα: Gutenberg.
19. Reggio Emilia (2001). Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας. Αθήνα: Πατάκη.
20. Helm, J.-H., Katz, L., (2002). Μέθοδος project και προσχολική εκπαίδευση. Αθήνα: Μεταίχμιο.
21. Alison Clark, Peter, Moss, (2010). Ας ακούσουμε τα μικρά παιδιά. Αθήνα: ΕΑΔΑΠ.
22. Cohen, D., H.- Stern, B.-Balaban, N., (2001). Παρατηρώντας και καταγράφοντας τη συμπεριφορά των παιδιών. Αθήνα: Gutenberg.
23. Frey, K., (1998). Η «Μέθοδος project» . Μια μορφή συλλογικής εργασίας στο σχολείο ως θεωρία και πράξη. Θεσσαλονίκη: Αφοί Κυριακίδη.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7031	SEMESTER	7 th
COURSE TITLE	EARLY CHILDHOOD DEVELOPMENTAL FRAMEWORKS CRITICAL REVIEW SEMINAR		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	7,5	
COURSE TYPE	Specialization		
PREREQUISITE COURSES:	Developmental Psychopathology		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
Deepening in the multiple levels that characterize the Profession of Preschool Teacher, in order to operate in the light of evidence-based developmental practices. On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> • Acquire skills to interpret the developmental cognitive, social and emotional stages of the child as well as deviations and disorders rooted in the range of infancy and early years of life • Form the analytical way of thinking, in the search, data synthesis, and management of multiple processes taking place in the individual developmental stages of the young child.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Adapting to new situations • Working in an interdisciplinary environment • Respect for difference and multiculturalism • Production of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Epigenetics 2. Critical review of early childhood experiences 3. Socio-psychological phenomena in the functioning and performance of groups/ Group dynamics 4. Implications of the quality of preschool centers in the holistic development of the young child 5. Report and exercise in data analysis and in recognition of repetitive patterns of behavior.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Systematic practice throughout the semester by observing and analyzing the data collected, based on the study assigned to the students and which they have to perform (systematic continuous monitoring is strongly recommended throughout the semester).
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Face to face, Video projection, Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	117
	Analysis of Bibliography	37,5
	Writing assignment	33
	Course Total (25 hours of workload per credit unit)	187,5
STUDENT PERFORMANCE EVALUATION	<p>The evaluation of the students will take place in two interrelated ways:</p> <p>a) Evaluation of their participation and according to the presentation of parts of the assignment during the seminar (40%) and</p> <p>b) The presentation of the final examination assignment (60%).</p>	

5. ATTACHED BIBLIOGRAPHY

1. Richman, S. (2007). *Ένας λύκος στη σοφίτα*. Αθήνα: Τυπωθήτω.
2. (Επιμ. Λ. Αναγνωστάκη, Ε. Λάγιου-Λιγνού, Μ. Μαραγκίδη, Αιμ. Μπαρτζώκη, Μ. Τσελίκας, Σ. Χασιλίδη) (2011). *Παρατηρώντας το βρέφος*. Αθήνα: Καστανιώτη.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7041	SEMESTER	7 th
COURSE TITLE	TRAINING OF EARLY CHILDHOOD EDUCATORS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY HOURS	TEACHING	CREDITS
Lectures	3		5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is the basic theme of the education of early childhood educators and the deepening of specific thematic, dimensions and parameters of the specific thematic level at a systematic, historical and comparative level.</p> <p>After the end of the course the students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand that the training of early childhood educators is directly related to their professional role in today's preschool structure and in today's society. • Define the dimensions of this professional role - pedagogical, didactic, public-private - in relation to the functions of modern early childhood educators. • Report, compare and evaluate key models of early childhood education in accordance with the research literature. • Recognize the drawbacks and advantages of each model and relate them to academic and educational policy developments. • Associate these models with the new ideas of today's early childhood educator (eg early childhood educator as thinking practitioner and as a researcher). • Be informed regarding the European and international trends in early childhood education as they apply. • Be informed regarding the basic training centers for early childhood educators in the Greek educational system in relation to the history of Greek education. • Be informed regarding the organizational principles and the contents of modern curricula for the education of early childhood educators in the Greek educational system. • Understand the function and importance of Practice in the context of Early Childhood Education. • Become familiar with the Practice Exercise models in early childhood education and balance their strengths and weaknesses. • Become familiar with the basic principles, models and training bodies of education. • Become familiar with the personal theory of an early childhood educator as an important

and primary dimension in their education.

General Competences

- Adaptation to new situations
- Decision making
- Independent study and teamwork
- Working in an interdisciplinary environment
- Production of new research methods
- Exercise of criticism and self-criticism
- Promotion of free and inductive thinking

3. SYLLABUS

1. Early childhood educator in today's preschool structure and the dimensions of his / her professional role (educator, didactic, civil servant) in relation to the functions of modern educational systems and the characteristics of modern societies.
2. Basic models of early childhood education, advantages and disadvantages of each model and developments in the field of educational policy.
3. Models and new projects for today's early childhood educator (as a renowned practitioner, as a researcher).
4. European and international trends in the education of early childhood educators.
5. Basic stages of the education of early childhood educators in the Greek educational system in relation to the history of Greek education.
6. Principles of organization and contents of modern curricula for the education of early childhood educators in the Greek educational system.
7. Function, Importance and Models of Practice in Early Childhood Education - Advantages and Disadvantages.
8. Basic principles, models and training providers.
9. The personal theory of an early childhood educator as an important and primary dimension in his education.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching, in the Communication with the students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Research & Bibliographical analysis	46
	Essay writing	40
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (60%) which includes: Essay development questions Short Response Questions Written essay exams (40%)	

5. ATTACHED BIBLIOGRAPHY

1. Ανδρεαδάκης, Ν., κ.ά. (επιμ.) (2012). Εκπαίδευση Εκπαιδευτικών. Σύγχρονες τάσεις και ζητήματα. Αθήνα: Εκδοτικός Όμιλος Ίων.
2. Αυγητίδου Σοφία (επιμ.), Τζεκάκη Μαριάννα (επιμ.), Τσάφος Βασίλης (επιμ.), Ανδρούσου Αλεξάνδρα, Γουργιώτου Έφη, Γρηγοριάδης Αθανάσιος, Κακανά Δόμνα-Μίκα, Κορτέση-Δαφέρμου Χαρά, Καμπεζά Μαρία, Μιχαλοπούλου Κατερίνα, Μπιρμπίλη Μαρία, Μπότσογλου Φένια, Παπανδρέου Μαρία, Ρεκαλίδου Γαλήνη, Σφυρόερα Μαρία, (2016). Οι

- υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται. Αθήνα: Δαρδανός.
3. Αντωνίου, Χ. (2009). Εκπαίδευση Εκπαιδευτικών. Αθήνα: Ελληνικά Γράμματα.
 4. Βεργίδης, Δ., Κόκκος, Αλ., (2010). Εκπαίδευση ενηλίκων: Διεθνείς προσεγγίσεις και ελληνικές διαδρομές. Αθήνα: Μεταίχμιο.
 5. Γιαγκουνίδης, Παναγ., (2004). Η Προσχολική Αγωγή στις χώρες της Ευρωπαϊκής Ένωσης. Θεσσαλονίκη: Αφοί Κυριακίδη.
 6. Γιαγκουνίδης, Παναγ., (2005). Ενιαίο Σχολείο και Ενιαία Εκπαίδευση στην Ομοσπονδιακή Δημοκρατία της Γερμανίας. Θεσσαλονίκη: Αφοί Κυριακίδη.
 7. Κακανά, Δ., Μπότσογλου, Κ., Χανιωτάκης, Ν., Καβαλάρη, Ε., (2015). Η αξιολόγηση στην εκπαίδευση: Παιδαγωγική και διδακτική διάσταση. Θεσσαλονίκη: Αφοί Κυριακίδη.
 8. Κόκκος, Αλ., (2008). Εκπαιδύοντας τους Εκπαιδευτές Ενηλίκων. Μελέτη Αξιολόγησης. Αθήνα: Επιστημονική ένωση εκπαίδευσης ενηλίκων.
 9. Σιδηροπούλου, Φ., Τσαούλα, Ν., (2008). Παιδικός σταθμός και έρευνα: τοπίο πολυεπίπεδης επικοινωνίας. Αθήνα :ύψιλον/βιβλία.
 10. ΕΑΔΑΠ, (2003). Προς μια συνεργατική και συμμετοχική επιμόρφωση στην προσχολική αγωγή. Αθήνα :Τυπωθήτω-Γιώργος Δαρδανός.
 11. Καψάλης, Αχ. & Βρεττός, Ι., (2015). Μικροδιδασκαλία και Άσκηση Διδακτικών Δεξιοτήτων. Αθήνα: Διάδραση.
 12. Μπουζάκης, Σ., (2012) (επιμ.). Συγκριτική Παιδαγωγική. Αθήνα:Gutenberg.
 13. Ξωχέλλης, Π.,(2005). Ο εκπαιδευτικός στο σύγχρονο κόσμο. Ο ρόλος και το επαγγελματικό του προφίλ σήμερα η εκπαίδευση και η αποτίμηση του έργου του. Αθήνα: Τυπωθήτω-Γ. Δαρδανός.
 14. Ξωχέλλης, Π., (2006). Ο εκπαιδευτικός στον σύγχρονο κόσμο. Αθήνα: Τυπωθήτω-Γ. Δαρδανός.
 15. Ξανθάκου, Γ., (2011). Δημιουργικότητα και Καινοτομία στο Σχολείο και την Κοινωνία. Αθήνα: Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.
 16. Hargreaves, A., & Fullan, M., (1995). Η εξέλιξη των εκπαιδευτικών. Αθήνα: Πατάκη.
 17. Houssay, J., (2000). Δεκαπέντε παιδαγωγοί. Σταθμοί στην ιστορία της παιδαγωγικής σκέψης. Αθήνα: Μεταίχμιο.
 18. Roopnarine L.J. & Jonson E. J., (2005). Ποιοτικά Προγράμματα Προσχολικής Εκπαίδευσης. Επιμέλεια – Εισαγωγή: Κουτσουβάνου Ε. & Χρυσ αφίδης Κ. Αθήνα: Παπαζήση.
 19. Rogers, A., (1999). Η Εκπαίδευση Ενηλίκων. Αθήνα: Μεταίχμιο.

ENVIRONMENTAL EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7051	SEMESTER	7 th
COURSE TITLE	ENVIRONMENTAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>This course offers students general background and knowledge in Environmental Education, emphasizing on the need for involving society towards the acceptance of an ethical code for environmental issues.</p> <p>With the successful completion of this course, the students will:</p> <ul style="list-style-type: none"> • Acquire knowledge of basic principles of environmental issues, sustainability and the need for Environmental Education in early childhood education. • Develop skills and attitudes towards the connection of human, cultural and natural environment.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology. • Working independently. • Team work. • Working in an international environment. • Working in an interdisciplinary environment. • Respect for the natural environment.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Environmental Education. Principles and definitions. 2. Sustainability. 3. Pollution. 4. Ecology. 5. Cultural issues. 6. Global warming. 7. History of the environmental movements and Environmental Education. 8. General characteristics of Environmental Education and global awareness programs. 9. Designing activities for Environmental education in Early childhood. 10. Utilisation of literature research for collecting information. International collaboration for developing Environmental Education tools and material.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	70
	Autonomous study and Bibliographic research	52
	Exams	3
	Course total (25 hours of work load per ECTS credit)	125
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Δημητρίου Α. 2013. *Έννοιες για τη φύση και το περιβάλλον στην προσχολική εκπαίδευση*. Εκδόσεις Επίκεντρο Α.Ε.
2. Ταμουτσέλη Κ. 2009. *Περιβαλλοντική εκπαίδευση και σχολικός χώρος*. Εκδόσεις Επίκεντρον.
3. Αθανασάκης, Α. 2004. *Η περιβαλλοντική αγωγή σε όλες τις βαθμίδες εκπαίδευσης*. Εκδόσεις Δαρδανός.
4. Δημοπούλου, Μ., Ζόμπολας, Τ., Μπαμπίλα, Ε. & Χατζημιχαήλ, Μ. 2001. *Περιβαλλοντική Αγωγή για μικρά παιδιά*. Εκδόσεις Καλειδοσκόπιο.

- Relative Articles & e-course material:

UNESCO. *Education for Sustainable Development*.

<https://en.unesco.org/themes/education-sustainable-development>

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7061	SEMESTER	7 th
COURSE TITLE	MANAGEMENT OF EARLY CHILDHOOD TRANSITION STAGES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims to investigate the impact of transition stages in children's life and the significance of coping effectively with them. In particular, the course focuses on: a) exploring the nature of significant transitions and their impact on children, parents and educators; b) examining methods and practices that can help empower and support children and their families in order to cope productively with these transitions as well as to manage the changes they entail; c) acquiring the knowledge and skills that will enable students to facilitate and effectively support transitions.</p> <p>On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Identify important transition stages in early childhood • Understand the developmental / learning and socio-cultural nature of transitions • Investigate the importance and impact of transitions for children, families and communities • Appreciate the use of an interactionist approach to scaffolding and supporting transitions for children and their families during transition stages. • Adopt communication skills to help manage transitions • Implement processes and practices to support transitions and ensure that they empower children's holistic development during transition stages.
General Competences
<ul style="list-style-type: none"> • Adapting to new situations • Working independently • Team work • Criticism and self-criticism • Production of free and inductive thinking • Respect for difference and multiculturalism • Search for, analysis and synthesis of data and information, with the use of the necessary technology

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction - Clarification of relevant concepts and their understanding in a holistic context 2. Changes in the family and the role of parents 3. Theoretical approaches of the concept of transition
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4. Types and structure of transitions
5. Factors that may affect the effective adaptation of children to transitions
6. Family, school, society: interdependent systems in which the child lives and develops
7. Socio-emotional well-being of children: stressful situations
8. Socio-emotional well-being of children: resilience
9. Socio-emotional well-being of children: the importance of positive forms of communication and interaction
10. Practices and strategies that promote children's smooth adaptation to change
11. Parent education - The importance of systematic awareness and updating
12. The active role of the child in shaping his / her transition experiences
13. Overall overview

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PPTs, Audio-Visual Media, Videos, Moodle learning platform	
TEACHING METHODS	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Analysis of Bibliography	31
	Individual study	52
	Exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Final written exams (100%) including: - Multiple choice questions - Open questions	

5. ATTACHED BIBLIOGRAPHY

1. Μακρυνιώτη, Δ., (Επιμ.) (2003). *Κόσμοι της παιδικής ηλικίας*. Αθήνα: Νήσος.
2. Μπάλιας, Στ. (2011). *Τα δικαιώματα του παιδιού*. Αθήνα: Παπαζήσης.
3. Μυλωνάκου-Κεκέ, Η. (2009). *Συνεργασία σχολείου, οικογένειας και κοινότητας: Θεωρητικές προσεγγίσεις και πρακτικές εφαρμογές*. Αθήνα: Παπαζήσης.
4. Χατζηχρήστου, Χ. Γ. κ συν. (2011). *Κοινωνική και συναισθηματική αγωγή στο σχολείο. Πρόγραμμα για την προαγωγή της ψυχικής υγείας και της μάθησης στη σχολική κοινότητα: Εκπαιδευτικό υλικό Ι: Πρωτοβάθμια εκπαίδευση Νηπιαγωγείο, Α', Β' δημοτικού: Θεωρητικό πλαίσιο και δραστηριότητες*. Αθήνα: Τυπωθήτω.
5. Μπούζος, Α. (2009). *Ο Εκπαιδευτικός ως Λειτουργός Συμβουλευτικής και Προσανατολισμού. Μια Ανθρωπιστική Θεώρηση της εκπαίδευσης*. Αθήνα: Gutenberg.

INDUSTRIAL RELATIONS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 7071	SEMESTER	7 th
COURSE TITLE	INDUSTRIAL RELATIONS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	3	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>This course offers a general background and knowledge to industrial relations, contemporary issues on work conditions, technological developments and changes.</p> <p>With the successful completion of this course, the students will:</p> <ul style="list-style-type: none"> • Acquire knowledge of the basic advantages and disadvantages of different organizational structures their impact on industrial relations. • Be familiar with current labour legislation: recruitment and remuneration. • Acquire knowledge of current industrial relations issues in private and public early childhood educational organisations. • Be familiar of the social and psychological parameters affecting industrial relations and productivity in the workplace.
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology. • Adapting to new situations . • Working independently. • Team work. • Working in an international environment . • Working in an interdisciplinary environment. • Showing social, professional and ethical responsibility and sensitivity to gender issues .

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Industrial relations. 2. The State and Industrial relations. 3. The process of industrial relations. 4. Work environment and industrial relations. 5. Employment contracts, terms and common types of employment. 6. Female participation in the workforce. 7. Workers Unions. Collective bargaining. 8. Health and Safety issues in the workplace. 9. Study cases.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	40
	Autonomous study and	51
	Bibliographic research	31
	Exams	3
	Course total (25 hours of work load per ECTS credit)	125
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Method of evaluation: Written: - Multiple choice and / or - Open-ended questions.	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none">1. Leat M., Κουζής Γ. & Κουτρούκης Θ. 2009. <i>Εργασιακές σχέσεις</i>. Εκδόσεις Κριτική.2. Κουκιάδης Ι. 2017. <i>Εργατικό Δίκαιο. Συλλογικές εργασιακές σχέσεις</i>. Εκδόσεις ΣΑΚΚΟΥΛΑ ΑΕ.3. Καρατζάς, Θ.Χ. 2009. <i>Διαμόρφωση των Εργασιακών Σχέσεων</i>. Εκδότης: ΠΙΜ ΠΡΟΓΡΑΜΜΑ ΔΙΕΘΝΩΝ ΜΕΘΟΔΩΝ.4. Καλογήρου, Κ. 2000. <i>Ανθρώπινες Σχέσεις στο χώρο Εργασίας</i>. Εκδόσεις Σταμούλης.5. Γ. Μέντης. 2007. <i>Εργασιακές Σχέσεις</i>. Αθήνα: Εκδόσεις Έλλην. <p>- <i>Relative Articles & e-course material.</i></p>
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8th Semester (Η' ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ)

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8011	SEMESTER	8 th
COURSE TITLE	COGNITIVE DEVELOPMENT AND EDUCATIONAL APPLICATIONS IN PRESCHOOL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	7,5
COURSE TYPE		Special Background	
PREREQUISITE COURSES:		None	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		No	
COURSE WEBSITE (URL)		www.uoi.gr (under construction)	

2. LEARNING OUTCOMES

Learning outcomes
<p>Based on the fact that the first few years of life are the most crucial for human development and that the existence of periods of special sensitivity during which the brain is specifically programmed for the emergence of a competence, the aim of the course is to recognize the educational models that facilitate learning and teach the child how to learn. To do this, it is necessary to provide the developing brain, during these periods, with sufficient quantity and quality-appropriate stimuli and create an environment that facilitates the creative process of learning.</p> <p>Upon successful completion of the course, the student will:</p> <ul style="list-style-type: none"> • Be aware that the learning process starts from the first years of the child's life and particular periods of sensitivity and windows of opportunity must be taken into account • Realize that the creation of an environment supportive of stimuli, in the area of preschool education, facilitates the educational process • Know that learning is enhanced by challenge and inhibited by threat • To understand the role of emotions in learning and to avoid situations that create anxiety and fear in children • To take into account that any planned interventions concerning the learning process must not conflict with the normal development of the child's brain and consequently his abilities • To encourage free will and individual work for children and to keep alive their motivation and interest in knowledge
General Competences
<ul style="list-style-type: none"> • Working in an interdisciplinary environment • Teamwork • Exercise of criticism and self-criticism • Decision making • Search, analyse and synthesize data and information, using the necessary technologies

3. SYLLABUS

- | |
|---|
| <ol style="list-style-type: none"> 1. Learning and memory from a pedagogical point of view 2. Developing critical and creative thinking |
|---|

3. Special sensitivity periods and / or windows of convenience
4. Interventions: time and quality
5. Maturing the child according to age
6. Growth under the influence of abuse, anxiety
7. Infants with malnutrition and lack of stimuli
8. Growth as a goal of education (learning, ways we learn, learning movement and practice)
9. Freedom and individual work
10. Emotions, thoughts, evaluation, self-evaluation
11. From Learning to Teaching
12. Cognitive developmental theories
13. Educational proposals and programs in preschool age
14. Contribution of qualitative methodological approaches to the study of treatment and care in early years

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Using power point in presenting the lectures, using internet to find information about new models of cognitive development, using moodle platform and e-mail for communication with students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Independent Study	60
	Study of References	40
	Exams	3
	Writing essay	45,5
	Course total (25 hours of workload per credit unit)	187,5
STUDENT PERFORMANCE EVALUATION	Written examination (70%) in Greek which includes: <ul style="list-style-type: none"> • Short Response Questions • Multiple choice questions Presentation of compulsory essay and discussion with fellow students (30%)	

5. ATTACHED BIBLIOGRAPHY

1. Κάτσιου-Ζαφρανά Μ. (2018). Εγκέφαλος και Εκπαίδευση. Εκδόσεις: Αφοι Κυριακίδη
2. Ντολιοπούλου, Ε (2001). Σύγχρονες τάσεις της προσχολικής αγωγής. Αθήνα: Τυπωθήτω- Γ. Δαρδανός.
3. Ντολιοπούλου, Ε (2000). Σύγχρονα προγράμματα για παιδιά προσχολικής ηλικίας. Αθήνα: Τυπωθήτω- Γ. Δαρδανός.
4. Edwards, C. Gandini, L. & Forman, G. (2001). Reggio Emilia: Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας. Αθήνα: Εκδ. Πατάκη.
5. Ρεκαλίδου, Γ. (2011). Αξιολόγηση της μάθησης ή αξιολόγηση για τη μάθηση; Αθήνα: Πεδίο.
6. Roopnarine, J. & Johnson, J. (2006). Ποιοτικά προγράμματα προσχολικής εκπαίδευσης. Αθήνα: Εκδ. Παπαζήση.
7. Κουτσοβάνου Ε. (2012). Η Μέθοδος MONTESSORI και η προσχολική εκπαίδευση. Σύγχρονες προοπτικές. Αθήνα: Εκδ. Παπαζήση

HUMAN RESOURCE MANAGEMENT IN EDUCATION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8021	SEMESTER	8 th
COURSE TITLE	HUMAN RESOURCE MANAGEMENT IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special background		
PREREQUISITE COURSES:	Management in Early Childhood Education		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>This course will familiarize students with the theoretical background of Human Resources Management (HRM) in Education. The course aims to the understanding of Human resources as a strategic parameter for success and the knowledge of HR concepts, principles, procedures and basic functions of Human resource management in Education.</p> <p>After successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the significance of HRM and the effectiveness and efficiency of schools. • Acquire skills required for effective HRM in an organisation.
General Competences
<ul style="list-style-type: none"> • Decision-making. • Respect for difference and multiculturalism. • Working in an international environment. • Adapting to new situations. • Working independently. • Team work.

3. SYLLABUS

<ol style="list-style-type: none"> 1. Historical development of Human Resource Management. 2. Introduction to Human Resource Management. 3. Basic functions of HRM in Education: 4. Recruitment. 5. Training and development of personnel. 6. Communication 7. Leadership, motivation and job satisfaction. 8. Performance Appraisals. 9. Industrial relations. 10. Health and Safety in workplaces, working conditions, occupations stress and burnout. 11. Management of Change. 12. Conflict Management. 13. Case studies.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<i>Face-to-face</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Utilization of e-course / e-learning platform and Communication with emails and posts.	
TEACHING METHODS	Activity	Semester workload
	Lectures	40
	Autonomous study and	51
	Bibliographic research	31
	Exams	3
	Course total (25 hours of work load per ECTS credit)	125
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Method of evaluation: Written:</p> <ul style="list-style-type: none"> - Multiple choice and / or - Open-ended questions. 	

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Παπακωνσταντίνου Γ. & Αναστασίου Σ. 2013. *Αρχές Διαχείρισης Ανθρώπινου Δυναμικού: Η διοίκηση του ανθρώπινου δυναμικού της εκπαίδευσης*. Εκδόσεις Gutenberg.
2. Χυτήρης, Λ. 2018. *Διοίκηση Ανθρώπινων Πόρων*. Εκδόσεις Μπένου Σ.Ε.
3. Ξυροτύρη – Κουφίδου, Σ. 2010. *Διοίκηση Ανθρώπινων Πόρων*. Εκδότης ΑΝΙΚΟΥΛΑ Α..
4. Torrington D., Hall L., Taylor S., Atkinson C (2016). *Διοίκηση Ανθρώπινων Πόρων*. BROKEN HILL PUBLISHERS LTD
5. Dessler G (2015). *Διοίκηση ανθρώπινου δυναμικού*. ΚΡΙΤΙΚΗ ΑΕ.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8031	SEMESTER	8 th
COURSE TITLE	COUNSELING PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	7,5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	Early Childhood Developmental Frameworks Critical Review Seminar		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
The course is intended to sensitize students on issues such as personal development and their education on counseling skills. On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> • Discern between basic theories, principles and counseling procedures. • Be aware of the importance of counseling relationship as well as the importance of communicative and organizational framework of the counseling process • Appreciate counseling techniques in the field of education and communication with parents
General Competences
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information, with the use of the necessary technology • Criticism and self-criticism • Production of new research data • Team work • Showing social, professional and ethical responsibility • Production of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Introduction to Counseling Psychology 2. Counseling Procedure/ Ethical Issues 3. Theoretical Models of Counseling Psychology: Convergence of Theories 4. Self-knowledge procedures 5. Counseling Relationship organizing framework 6. Parents' Counseling/ Early Intervention Programs 7. Counseling in Education/ Teachers' Counseling
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures, use of ppts. Critical analysis of didactic questions. Students' participation and the expression of their views in relation to the emerging issues according to the subject are encouraged. Cases' study and practice in counseling skills.
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching -Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	117
	Analysis of Bibliography	37,5
	Writing assignment	33
	Course Total (25 hours of workload per credit unit)	187,5
STUDENT PERFORMANCE EVALUATION	I. Assignment (50%) II. Final written exams (100%) including: - Multiple choice questions - Brief response open questions -Case study evaluation	

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. McLeod, J. (2005). <i>Εισαγωγή στη Συμβουλευτική</i>. (Μετφρ. Α. Καραθάνου& Α. Μαρκαντώνη). Αθήνα: Μεταίχμιο 2. Γκούβα, Μ. & Κοτρώτσιου, Λ. (2011). <i>Ψυχολογικά ζητήματα σε ιστορίες φροντίδας</i>. Ιατρικές Εκδόσεις Λαγός Δημήτριος. 3. Geldard, K. & Geldard, D. (2011). <i>Η συμβουλευτική ψυχολογία στα παιδιά</i>. Πεδίο. 4. Γιοβαζολιάς, Α. & Μαλικιώση-Λοίζου,Μ. (2014). <i>Συμβουλευτική Ψυχολογία</i>. Πεδίο
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DEVELOPMENTAL PAEDIATRICS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8041	SEMESTER	8 th
COURSE TITLE	DEVELOPMENTAL PAEDIATRICS		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
It is expected that after completing the course, the students: <ul style="list-style-type: none"> • Will acquire general theoretical knowledge of Developmental Infant and Infant Paediatrics and will familiarize themselves with the subject's subject matter. • Will have the ability to distinguish and understand pathological deviations of the development process, the ability to apply methods for identifying a normal developmental pathology, and the need to deal with problems and early intervention. • Will obtain the ability of adjunctive intervention and care in dealing with emergencies, perceiving the problem, informing parents and the therapist.
General Competences
<ul style="list-style-type: none"> • Decision making • Working in an interdisciplinary environment • Adaptation to new situations • Autonomous work • Teamwork • Exercise of criticism and self-criticism • Promotion of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. Endometrial growth 2. Ectopic increase 3. Structure of tissues and organs 4. Psychomotor evolution 5. Neonatal Reflexes 6. Developmental theories 7. Growth disorders 8. Developmental disorders 9. Behavioural disorders 10. Ebb disorders 11. Special Needs 12. Learning Disability 13. Brain paralysis
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Study of bibliography	83
	Exams	3
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written examination in Greek which includes: Short Response Questions Brief theme development	

5. ATTACHED BIBLIOGRAPHY

1. Marcdante, K. & Kliegman M. R. (2016). *Nelson Βασική Παιδιατρική*. Θεσσαλονική: Ροτόντα.
2. Lissauer T., Roberts G., Foster C., Coren M. & Clayden G. (2016). *Σύγχρονη Παιδιατρική* (4ηέκδ.). BROKEN HILL PUBLISHERS LTD.
3. Βασική Παιδιατρική, Φ.Κανακούδη, Γ. καντζός Εκδόσεις University Studio Press, Θεσσ/νίκη

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8051	SEMESTER	8 th
COURSE TITLE	SOCIAL EDUCATION IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of the course is to understand and manage transitions / transition stages in early childhood (Home - Infantile - Nursery – Kindergarten – Primary School). In addition, the aim is to acquire educators with advanced early childhood knowledge, skills and competencies. The connection is given through the students' understanding for the importance of the concepts of communication and the cooperation between pedagogues - parents and the developing person and the role of parents in preschool education. The aim is also to focus on qualitative exploration of educator-parent-child relationships using appropriate pedagogical interventions in early childhood.</p> <p>At the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Understand the importance and factors that affect the smooth transition of children from one environment to another. • Understand the criticality and factors involved in the smooth transition of children from the familiar environment to a new one. • Have the ability to efficiently manage transition processes. • Communicate and collaborate with parents, other staff and those involved with the ultimate goal of smoothing the child's transitional states. • Understand and manage appropriately all stages of transition - preparation, separation and integration. • Cooperate with parents and organize actions related to transition issues in general and in particular. • Understand the importance of the educational role of parents and their relationship to the learning process. • Understand the value of family and preschool relationships and their impact when they do not exist. • Be able to manage problematic interpersonal relationships by providing solutions with corresponding pedagogical interventions.
General Competences
<ul style="list-style-type: none"> • Adaptation to new situations • Decision making • Independent work

- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Exercise of criticism and self-criticism
- Promotion of free and inductive thinking

3. SYLLABUS

1. Theoretical approach to family and pre-school education.
2. Ecological theory (system model) of human development and modern preschool education.
3. The educational role of parents and their relation to the learning process.
4. Parent-child relations in early childhood. Concept and forms of communication and cooperation between parents and educators.
5. Interpersonal relationships between pedagogues - infants and pedagogical approaches.
6. Problems of interpersonal relations and pedagogical interventions.
7. Transition and change of environment as a special subject of Education.
8. Smooth transition from home to nursery-kindergarten-primary school. Features and stakeholders.
9. Phases of transition. Preparation - Implementation - Adaptation.
10. Keeping parents informed and preparing the transition.
11. The transition from kindergarten to compulsory education. Characteristics - involved - processes.
12. The child's readiness for the transition from one environment to another.
13. Educational interventions on issues of integration, adaptation and conflict resolution.
14. Cooperation of preschool staff with external partners and the family.
15. Actions of co-operation of the pre-school structure in order to support parents with regard to the transition of the child.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	In class, Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lecture with slides E-mail communication with the students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Research & Bibliographical analysis	43
	Individual/group essay writing	43
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (100%) which includes: Essay development questions Multiple choice questions Short Response Questions	

5. ATTACHED BIBLIOGRAPHY

1. Αυγητίδου, Σ. (Επιμ.) (2008). Συνεργατική Μάθηση στην Προσχολική Εκπαίδευση: Έρευνα και Εφαρμογές. Αθήνα: Γ. ΔΑΡΔΑΝΟΣ-Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
2. ΒΡΥΝΙΩΤΗ, Κ. & ΜΑΤΣΑΓΓΟΥΡΑΣ, Η. (2005). Μετάβαση από το Νηπιαγωγείο στο Δημοτικό Σχολείο: Μια οικοσυστημική ερευνητική προσέγγιση των κοινωνικών σχέσεων των αρχάριων μαθητών και μαθητριών στη σχολική τάξη. Παιδαγωγική Επιθεώρηση 40.
3. ΒΡΥΝΙΩΤΗ, Κ. (2002). Προβλήματα και δυνατότητες συνεργασίας μεταξύ προσχολικής και σχολικής βαθμίδας. Μια συγκριτική προσέγγιση των περιπτώσεων Αθήνας-Φρανκφούρτης. Στα Πρακτικά του Συνεδρίου Παιδαγωγικού Τμήματος Νηπιαγωγών Κρήτης, τομ. Γ, σσ. 111-119.
4. Κατάκη, Χ., (2012). Οι τρεις ταυτότητες της ελληνικής οικογένειας. Αθήνα: Κέδρος.
5. Κυπριανός, Π., (2007). Παιδί, Οικογένεια, Κοινωνία. Αθήνα: Gutenberg.

6. Λαλούμη – Βιδάλη, Ε. (2016). Ανθρώπινες Σχέσεις & Επικοινωνία στην Προσχολική Εκπαίδευση. Από τη θεωρία στην πράξη. Θεσσαλονίκη: VDL Αφοι Βιδάλη Ο.Ε.
7. LIZ BROOKER, Επιστ. Επιμ.: Μαρία Σακελλαρίου, (2016). Ομαλή Μετάβαση στην Προσχολική Ηλικία. Αθήνα: Πεδίο.
8. ΜΑΤΣΑΓΓΟΥΡΑΣ, Η. (2003). Η σχολική τάξη. Αθήνα: Γρηγόρη.
9. ΜΠΑΓΑΚΗΣ, Γ., ΔΙΔΑΧΟΥ, Ε., ΒΑΛΜΑΣ, Φ., ΛΟΥΜΑΚΟΥ, Μ. & ΠΟΜΩΝΗΣ, Μ., (2006). Η ομαλή μετάβαση των παιδιών από το νηπιαγωγείο στο δημοτικό και η προσαρμογή τους στην Α΄ τάξη. Αθήνα: Μεταίχιμο.
10. Νόβα- Καλτσούνη Χρ., (2018). Οικογένεια και οικογενειακές σχέσεις. Αθήνα: Gutenberg.
11. ΝΤΟΛΙΟΠΟΥΛΟΥ, ΕΛ. (2003). Το ολοήμερο νηπιαγωγείο στην Ελλάδα και σε 12 άλλες χώρες. Αθήνα: Ελληνικά Γράμματα.
12. ΠΑΝΤΑΖΗΣ, Σ. (1991). Προβλήματα μετάβασης του παιδιού από το Νηπιαγωγείο στο Σχολείο. Σύγχρονη Εκπαίδευση 58.
13. Σακελλαρίου, Μ. (2008). Συνεργασία Οικογένειας και Νηπιαγωγείου. Αθήνα: Σ. Γιαχούδης & ΣΙΑ Ο.Ε.
14. Σακελλαρίου, Μ. (2002). Εισαγωγή στη διδακτική της κοινωνικής και παιδαγωγικής εργασίας του νηπιαγωγείου. Αθήνα: Ατραπός.
15. ROBSON, C. (2007). Η έρευνα του πραγματικού κόσμου. Αθήνα: Gutenberg.

Ξενόγλωσση

16. Andreas Wildgruber/Wilfried Griebel (2016). Erfolgreicher Übergang vom Elementar – in den Primarbereich. Empirische und curriculare Analysen. Robert Bosch Stiftung. München.
17. Hartmut Hacker (1998). Vom Kindergarten zur Grundschule. Theorie und Praxis eines kindgerechten Übergangs. Verlag Julius Klinkhardt. Bad Heilbrunn / OBB.
18. FTHENAKIS, W. (1998). Family transitions and quality in early childhood education. In:European Early Childhood Education Research Journal, 6.Vol., Nr. 1, p.5-17.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8061	SEMESTER	8 th
COURSE TITLE	PSYCHOLOGICAL INTERVENTIONS IN OPEN CONTEXTS: ACTIONS OF MINORITIES		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek/English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The course aims at understanding crises and addressing historical changes in the range of life. On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> Analyze the social character of the teams in managing new data Deepen on the basic principles governing the formulation of the problem and broaden the psychological assessment based on psychological theoretical models Design creatively and critically "open" interventions based on the particular developmental and group needs Implement effective interventions in crisis groups.
General Competences
<ul style="list-style-type: none"> Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Criticism and self-criticism Project planning and management Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues

3. SYLLABUS

<ol style="list-style-type: none"> Systematic reference to interview and observation Make use of macro-sociological and interpretive psychological / sociological approaches to analysis and interpretation of crisis groups Research approaches to team relationships Self-knowledge Procedures Procedures for the restoration of speech rights in the context of humanitarian / existential approaches

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to Face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lectures with the use of PPTs Video projection

	Use of ICT in teaching Moodle learning platform	
TEACHING METHODS	Activity	Semester workload
	Lectures	107
	Study & Analysis of Bibliography	15
	Written Exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	The evaluation of the students is accomplished by: -Written assignments (in groups or individualy) -Written exams	

5. ATTACHED BIBLIOGRAPHY

1. Moscovici, S. (2017). *Ψυχολογία των ενεργών Μειονοτήτων*. Πεδίο.
2. Κυριαζή, Ν. (2011). *Η κοινωνιολογική Έρευνα: Κριτική Επισκόπηση των Μεθόδων και των Τεχνικών*. Πεδίο.
3. Ναυρίδης, Κ. & Χρηστάκης, Ν. (2011). *Κοινωνίες σε κρίση και αναζήτηση νοήματος*. Πεδίο.

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8071	SEMESTER	8 th
COURSE TITLE	ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CARE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Lectures	3	5
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to acquaint students with the aims, principles, types and value of pedagogical assessment. Parts of the course are forms of assessment that are encountered in the educational process and its practical applications in nursery-day nurseries. An informal form of assessment, such as observation and portfolio are part of the assessment procedure.</p> <p>EXPECTED LEARNING RESULTS</p> <ul style="list-style-type: none"> • At the end of the course the students will be able to: • Identify the forms of evaluation • Choose the appropriate form of assessment • To organize informal forms of evaluation • Have achieved critical thinking about pedagogical action
General Competences
<ul style="list-style-type: none"> • Project design and management • Respect for diversity and multiculturalism • Respect for the natural environment • Exercise of criticism and self-criticism • Promotion of free and inductive thinking

3. SYLLABUS

<ol style="list-style-type: none"> 1. The meaning and purposes of evaluation in education. 2. The relationship of pedagogical evaluation and action research 3. Types of evaluation - Advantages and disadvantages 4. Initial, provisional and final evaluation 5. Assessment methods 6. Assessment tools. Use of the observation process. Using the Portfolio. 7. Evaluation of pedagogical action plans 8. The teacher's self-evaluation
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching, in the Communication with the students	
TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Essay writing	36
	Exams	30
	Research	20
	Course total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION	Written final examination (60%) which includes: Essay development questions Multiple choice questions Short Response Questions Presentation (40%) of individual or group work	

5. ATTACHED BIBLIOGRAPHY

1. Ρεκαλίδου, Γαλ., (2016). Η Αξιολόγηση στην τάξη του Νηπιαγωγείου. Τι, γιατί και πώς; Αθήνα: Γ. ΔΑΡΔΑΝΟΣ – Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.
2. Κακανά, Δ., Μπότσογλου, Κ., Χανιωτάκης, Ν., Καβαλάρη, Ε., (2015). Η αξιολόγηση στην εκπαίδευση: Παιδαγωγική και διδακτική διάσταση. Θεσσαλονίκη: Αφοί Κυριακίδη.
3. Μπότσογλου, Κ., Κακανά, Δ., (2017). Κλίμακα Αξιολόγησης Περιβάλλοντος Προσχολικής Εκπαίδευσης. Θεσσαλονίκη: Αφοί Κυριακίδη.
4. Μουμουλίδου, Μ., Ρεκαλίδου, Γαλ., (2010). Μικρές ομάδες στην Εκπαίδευση. Αθήνα: Γ. ΔΑΡΔΑΝΟΣ.
5. Καψάλης, Α., & Χανιωτάκης, Ν., (2011). Εκπαιδευτική αξιολόγηση. Θεσσαλονίκη: Κυριακίδη.
6. Mcafee, O., Leong, Deborah, J. (2010). Βασικές αρχές της αξιολόγησης στην προσχολική αγωγή και εκπαίδευση. Αθήνα: Παπαζήση.
7. McBeath, J. κ.ά., (2005). Η Αυτοαξιολόγηση στο ευρωπαϊκό σχολείο. Αθήνα: Μεταίχμιο.
8. McBeath, J. (2001). Το σχολείο που μαθαίνει, στο: Αξιολόγηση Εκπαιδευτικών Προγραμμάτων και Σχολείου: Εκπαιδευτική Αξιολόγηση; Πώς; Αθήνα: Μεταίχμιο.
9. McBeath, J. (2002). Η αυτοαξιολόγηση στο σχολείο. Αθήνα: Ελληνικά Γράμματα.
10. Ντολιοπούλου, Ε., & Γουργιώτου, Ε. (2008). Η αξιολόγηση στην εκπαίδευση με έμφαση στην προσχολική. Αθήνα: Gutenberg.
11. Ξωχέλλης, Π. (2006). Ο εκπαιδευτικός στον σύγχρονο κόσμο. Αθήνα: Τυπωθήτω – Γ. Δαρδανός.
ΣΥΝΑΦΕΣ ΕΠΙΣΤΗΜΟΝΙΚΟ ΠΕΡΙΟΔΙΚΟ:
12. European Early Childhood Education Research Journal.

PLACEMENT

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8010	SEMESTER	8 th
COURSE TITLE	PLACEMENT (non compulsory)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Placement	2 months	2
COURSE TYPE	Development of Skills		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>With the completion of the placement, students are able to:</p> <ul style="list-style-type: none"> • Design a pedagogical programme according to the theoretical and practical knowledge they gained during their studies. • To apply their knowledge and skills. • To gain knowledge and experience on pre-school children and meet their needs, both personal and pedagogical.
General Competences
<ul style="list-style-type: none"> • Independency • Team work • Application of knowledge in practice • Decision making • Adjusting to new circumstances

3. CONTENT OF THE COURSE

<p>During the internship, the student should gain experience in all areas. It is structured in four progressive stages of activities:</p> <ol style="list-style-type: none"> 1. First stage: Duration of one (1) week. The aim is to get to know the infants and to prepare to meet the requirements of the work of the Preschool Teacher: care, nutrition, education (work crafts, play, etc.). 2. Second stage: Duration of two (2) weeks. The student coordinates the program of the Nursery (nutrition, educational activities for toddlers) with the participation of the responsible Teacher. 3. Third stage: Duration of four (4) weeks. The student assumes full responsibility for the Nursery under the supervision of the responsible Teacher.
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4. Fourth stage: Duration of one (1) week. Information and training in Administrative and Management matters (registration of infants, correspondence with various services, filing, distribution of expenses, etc.).

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in communication, using the data system to complete the forms.	
TEACHING METHODS	Activity	Semester workload
	Placement	40 hours/week
	Total	320
STUDENT PERFORMANCE EVALUATION	Completion of the internship book (online in the DASTA information system) which includes: <ul style="list-style-type: none"> • The Student Personal Plan • The Weekly Practice Sheets • The Interim & Final Progress Report from the student • The Interim Progress Report, the Final Progress Report & the Internship Evaluation by the supervising Professor • The Interim Progress Report, Final Progress Report & Trainee Performance Summary Report from the Host institution 	

5. ATTACHED BIBLIOGRAPHY

Selection of a source from Evdoxos

BACHELOR THESIS

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY YEARS LEARNING AND CARE		
LEVEL OF STUDIES	6 th		
COURSE CODE	EYLC 8081	SEMESTER	8 th
COURSE TITLE	BACHELOR THESIS (non compulsory)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
	Placement	2 months	2
COURSE TYPE	Special Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	www.uoi.gr (under construction)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The purpose of the BA Thesis is for the students to learn how to write and present a scientific paper. Upon completion, it is expected that the students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of research • To learn to utilize the bibliographic sources through the development of critical thinking • To approach issues related to the field of Education & care of Infants & Toddlers
General Competences
<ul style="list-style-type: none"> • Independency • Team work • Decision making • Searching, analyzing and synthesing data and information

3. CONTENT OF THE COURSE

Written Scientific Essay

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Presentation to a 3member Committee	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	In communicating with students/supervisors	
TEACHING METHODS	Activity	Semester workload
	Writing a scientific Essay	250
STUDENT PERFORMANCE EVALUATION	Oral examination with 3-member evaluation committee	

5. ATTACHED BIBLIOGRAPHY

Relevant scientific courses
