



Early Years Learning and  
Care Department  
University of Ioannina

**Department of Early Years Learning and Care**

*University of Ioannina*

Overview for International Students

Editor:

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## Studies

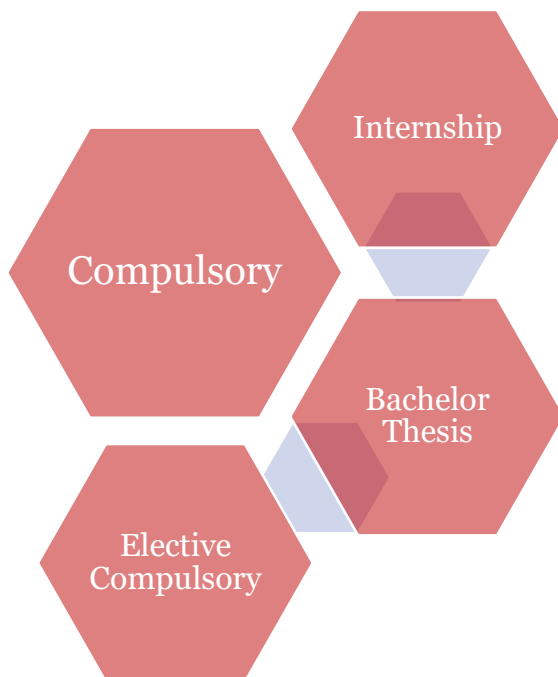
The course of studies lasts 8 semesters. A total of 51 courses are offered. During the first seven semesters, students study at the Department and attend theoretical and practical/laboratory courses. Theoretical teaching covers 83% of the total hours, i.e. 132 hours out of the 154. Laboratory hours cover 17% of the total hours, i.e. 22 out of the 154.

During the 8th semester of studies, students have the opportunity to choose between a Bachelor Thesis or two (2) Elective Compulsory (EV) courses. In the 8th semester, students are offered, optionally, the opportunity to do an Internship (professional practicum) in private and public sector bodies, throughout the country.

The Department awards a Degree when the student has successfully completed:

1. The attendance and successful completion of 37 Compulsory (C ) and 8 Elective Compulsory (EY) courses.
2. The Internship (if the student has chosen it).

### *Types of courses*



### **Grading System**

The grading system ranges between 1 -10. An average of five (5) is the minimum acceptable grade for being awarded a Degree.

## Grading Scale

From 8, 50 to 10 = Excellent (Arista)

From 6, 50 to 8, 49 = Very good (Lian Kalos)

From 5 to 6, 49 = Good (Kalos)

5 is the minimum passing grade. A grade below 5 means that the student has failed and must be examined again or repeat the course.

## Courses offered to Erasmus+ students

### INTRODUCTION TO EDUCATION SCIENCES

Semester	1 <sup>st</sup>
Credits	5
Weekly teaching hours	3

### Course overview

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. 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.

### **MUSIC EDUCATION I**

Semester	1 <sup>st</sup>
Credits	6
Weekly teaching hours	5

#### **Course overview**

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

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

### **EARLY CHILDHOOD EDUCATION**

Semester	2 <sup>nd</sup>
Credits	5
Weekly teaching hours	3

#### **Course overview**

This course aims 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.

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

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

## **MUSIC EDUCATION II**

Semester	2 <sup>nd</sup>
Credits	5.5
Weekly teaching hours	5

### **Course overview**

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

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

## **FINE ARTS EDUCATION AND CREATIVITY**

Semester	2 <sup>nd</sup>
Credits	5.5
Weekly teaching hours	5

### **Course overview**

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

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

- understand basic concepts and principles of fine arts.
- get to know the history of art.
- realize the important role of fine arts in shaping personality, especially during childhood.
- develop criteria for the assessment and evaluation of fine arts and other works of their own and others (children, artists)

## **FIRST AID IN INFANTS AND TODDLERS**

Semester	3 <sup>rd</sup>
Credits	5
Weekly teaching hours	3

### **Course overview**

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

- Will acquire general theoretical knowledge about the causes and categories of accidents and about the role of providing first aid in infancy.
- Will acquire the ability to understand and apply methods for identifying and tackling the accidents in infancy and early childhood.
- Will have the proven ability to intervene at the scene of the accident and, above all, acquire the implementation of accident prevention methods.

## **KINETIC EDUCATION IN THE PRESCHOOL AGE**

Semester	5 <sup>th</sup>
Credits	6
Weekly teaching hours (Theory)	3

### **Course overview**

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

The subject matter of the course is:

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

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

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

## **PROFESSIONAL ETHICS**

Semester	5 <sup>th</sup>
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Credits	4
Weekly teaching hours (Theory)	3

### Course overview

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

### CRITICAL REFLECTION AND PERSONAL DEVELOPMENT

Semester	6 <sup>th</sup>
Credits	4,5
Weekly teaching hours	3

### Course overview

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

### ICT IN EARLY CHILDHOOD EDUCATION

Semester	6 <sup>th</sup>
Credits	4,5
Weekly teaching hours	3

### Course overview

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



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

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

### **EDUCATIONAL MATERIAL AND THE IMPLEMENTATION OF TEACHING IN EARLY CHILDHOOD**

Semester	5 <sup>th</sup>
Credits	4
Weekly teaching hours	3

#### **Course overview**

The overall objective of the course is to 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.

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

- 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.

### **PARENTAL ENGAGEMENT IN EARLY CHILDHOOD EDUCATION AND CARE**

Semester	6 <sup>th</sup>
Credits	5
Weekly teaching hours	3

#### **Course overview**

The course aims to explore the theoretical and practical dimensions of parent-teacher cooperation and parental engagement in early childhood education and care, with the ultimate goal of ensuring a more effective and of high-quality education and care. This goal will be

achieved through the general study and understanding of a range of contemporary approaches, issues and practices related to parental engagement and at the same time through the specialized engagement and study of specific approaches, issues and practices.

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

Semester	7 <sup>th</sup>
Credits	5
Weekly teaching hours	3

#### **Course overview**

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

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

### **CHILD'S CARE & EDUCATION II**

Semester	7 <sup>th</sup>
Credits	7,5
Weekly teaching hours	7

#### **Course overview**

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

### **COGNITIVE DEVELOPMENT AND EDUCATIONAL APPLICATIONS IN PRESCHOOL EDUCATION**

Semester	8 <sup>th</sup>
Credits	7,5
Weekly teaching hours	3

#### **Course overview**

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.

In particular, the course contributes to the students:

- Be aware that the learning process begins in the early years of the child's life and must take into account periods of special sensitivity
- Understand that the creation of an environment conducive to stimuli in pre-school education facilitates the educational process
- Support that learning is strengthened by the challenge and blocked by the threat
- Understand the role of emotions in learning and avoid situations that create anxiety and fear for children

- Always bear in mind that any planned interventions related to the learning process should not conflict with the normal development of the child's brain and consequently with his or her abilities
- To enable the free will and personalized work of children and to keep their motivation and interest in learning alive