

**Department of Educational Science and
Early Childhood Education**

**COURSE OUTLINES
2020 – 2021**

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1st YEAR – 1st SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_130	SEMESTER	1 st
COURSE TITLE	INTRODUCTION TO EDUCATIONAL SCIENCES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1555/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course is an introduction to the main issues of Educational Sciences having the aim to orient first-year undergraduate students to the disciplines of the curriculum of the Department. More specifically, we analyze at an introductory level the scope of Educational Sciences, the aims of education, the relationship of Pedagogy with other sciences, the relationship of the family with the school, the role of teacher and the research methods in the field of Educational Sciences. Finally, we approach contemporary issues such as gender, environment, creativity and critical thinking.

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

- Describe the main fields of Educational Sciences
- Recognize the relationship of Pedagogy with other sciences
- Approach critically contemporary issues of Educational Sciences
- Interconnect the content of Pedagogy with other sciences
- Choose the appropriate theoretical schemes for the interpretation of educational phenomena.
- Couple phenomena and developments in the field of Education with the wider socio-economic context.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information
- Working independently
- Teamwork
- Adapting to news situations
- Respect for difference and multiculturalism
- Respect for the natural environment

- Production of free, creative and inductive thinking

(3) SYLLABUS

The course includes the following modules:

- Conceptual and theoretical approaches to learning and education
- Typologies of educational activities
- The evolution of Educational Sciences
- Psychology and Pedagogy
- Sociology and Pedagogy
- General and Special Didactics
- Research in Education
- Gender and Education
- The role of the teacher
- Diversity in education
- Creative thinking and innovation
- Critical thinking

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, lectures and team assignments	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint, Prezi)	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	26
	Self-study	60
	Course total	125
STUDENT PERFORMANCE	I. Written examination at the end of the	

EVALUATION	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>semester including multiple choice and open-ended questions (60%)</p> <p>II. Public presentation of assignments (40%)</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Bartlett, S., & Burton, D. (2012). *Introduction to Education Sciences*. London: Sage Publications.

Karras, K.(2004). *Pedagogical Science aforesime and nowadays*. Athens: Gutenberg. [in Greek]

Matsaggouras, I. G. (2009). *Introduction to the Sciences of Pedagogy: Alternative approaches, teaching extensions*. Athens: Gutenberg. [in Greek]

Hofstetter, R., &Schnewly, B. (2005). *Introduction to Educational Sciences*.Athens: Metaihmio [inGreek]

Houssaye, J. (2000). *Fifteen Pedagogists – Landmarks in the History of Pedagogical Thought*.Athens: Metaihmio [inGreek]

Mialaret, G. (2008). *Educational Sciences: the formation and development of a scientific field*. Athens: Metaihmio [inGreek]

Mialaret, G. (2011). *On Pedagogy and Education*. Athens: Gutenberg. [in Greek]

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_110	SEMESTER	1 st
COURSE TITLE	INTRODUCTION TO PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Compulsory course)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42110		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the course the students will be able to:

- **Show complete understanding of the most important issues of psychology**
- **Present understanding of the different goals of each branch of psychology**
- **Have basic theoretical knowledge about the most important functions of the human brain: attention, memory, language, learning, and thinking**
- **Apply the appropriate principles of different theoretical approaches to explain psychological phenomena**
- **Interrelate the scientific theoretical and empirical content of psychology with other scientific disciplines**
- **Show critical thinking about the current questions on psychology**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Search for, analysis and synthesis of data and information**
- **Working independently**
- **Team work**
- **Production of new research ideas**
- **Respect for difference and multiculturalism**
- **Showing social, professional and ethical responsibility and sensitivity to gender issues**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

<p>The course provides a complete examination on the following topics:</p> <ul style="list-style-type: none"> • Introduction to the discipline of psychology • History of the psychological science • Different psychological branches • Research methods • Biological bases of human behavior and cognition • Theories on human development • Learning: Behaviorism and beyond • Perception • Memory • Language • Thinking
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras. PowerPoint presentations.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures (3 conduct hours per week x 11 out of 13 weeks)	33
	Working in groups (3 conduct hours per week x 2 out of 13 weeks)	6
	Preparation of home-works	26
	Hours for private study of the student	60
	Course total	125
STUDENT PERFORMANCE		

EVALUATION	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written examination using multiple choice questionnaires and short answer questions (70%)</p> <p>II. Public presentation of team reports (30%)</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- <i>Related academic journals:</i></p> <p>Baddley, A., Eysenck, M. W., & Anderson, M. C. (2009). <i>Memory</i>. USA & Canada: Taylor & Francis, Psychology Press.</p> <p>Bransford, J.D. (1979). <i>Human cognition: Learning, understanding, and remembering</i>. Belmont, CA: Wadsworth Publishing Co.</p> <p>Eysenck, M. W. (2010). <i>Cognitive Psychology</i>. New York: Taylor & Francis, Psychology Press.</p> <p>Coon, D. & Mitterer, J. O., (2013). <i>Introduction to Psychology: Gateways to Mind and Behavior</i>. Canada: Cengage Learning.</p> <p>Gordon, I. E. (2004). <i>Theories of Visual Perception</i>. New York: Taylor & Francis, Psychology Press.</p> <p>Lahey, B. (2012). <i>Psychology: An Introduction</i>, McGraw-Hill Humanities & Social Sciences.</p> <p>Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C., (2014). <i>Atkinson and Hilgard's Introduction to Psychology</i>. Cengage Learning EMEA.</p> <p>Schacter, D. L., Gilbert, D. T., & Wegner, D. M., (2008). <i>Psychology</i>. New York: Worth Pub.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_145	SEMESTER	1 st
COURSE TITLE	INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3 (lect.) 2 (lab)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PN1407/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Having completed this course, students will:

- Improve their computer literature,
- Improve their computer self efficacy
- Improve their skills towards using internet, productivity software, blogs and wikis
- understand the role of ICT in organizations; understand how to create and use applications to run an effective information system
- articulate knowledge and understanding of the impact of ICT on communication
- be aware of social, cultural and economic factors which share ICT development

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*
- *Criticism and self-criticism*
- *Respect for the natural environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*

- *Production of free, creative and inductive thinking*

(3) SYLLABUS

This course provides a foundation for using computers in other courses and curricula for research, communication, and writing. Along with introduction of basic concepts related to computer science and modern ICT applications, it provides hands-on experience in productivity enhancement, software, systems development, uses of the Internet and World Wide Web, and future directions and trends for computers and information.

The goals of the course are:

- (a) to encourage students to use Information and Communications Technologies (ICT) confidently and in a meaningful way for them during their studies and in professional life.
- (b) to develop students' ability to use information sources and ICT tools effectively to help them retrieve, investigate, develop, analyse, exchange and compose diverse forms of information and to support their problem solving, exploratory and expressive activities.
- (c) Explain what a complete computer system means and how the different components of such a system - the hardware, data/files, programs and the operating system - fit together.
- (d) to educate students to carry out reasoned judgements about when and how to apply aspects of ICT to achieve maximum usefulness;
- (e) to help students develop understanding of the ICT effects in education and society.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, seminars and laboratory work face to face.</p>
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the e-class LMS platform, in the form of a series of ppt files. where from the students can freely download them. Additional web 2.0 services such as Google Drive are also adopted.</p>

<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="600 239 967 331">Activity</th> <th data-bbox="967 239 1340 331">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="600 331 967 425">Lectures (13x 3) hours)</td> <td data-bbox="967 331 1340 425">39</td> </tr> <tr> <td data-bbox="600 425 967 517">Laboratory work (13x2 hours)</td> <td data-bbox="967 425 1340 517">26</td> </tr> <tr> <td data-bbox="600 517 967 609">Laboratory mini projects and essay</td> <td data-bbox="967 517 1340 609">25</td> </tr> <tr> <td data-bbox="600 609 967 701">Private study</td> <td data-bbox="967 609 1340 701">35</td> </tr> <tr> <td data-bbox="600 701 967 792">Course total</td> <td data-bbox="967 701 1340 792">125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures (13x 3) hours)	39	Laboratory work (13x2 hours)	26	Laboratory mini projects and essay	25	Private study	35	Course total	125
Activity	Semester workload												
Lectures (13x 3) hours)	39												
Laboratory work (13x2 hours)	26												
Laboratory mini projects and essay	25												
Private study	35												
Course total	125												
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Final exam using multiple choice questionnaire (60%) 2. Laboratory work (4 mini-projects) (40%) 3. Essay/report (elective, bonus up to 10% towards the final grade) 												

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <p>Beekman, B., & Beekman, G. (2015). Εισαγωγή στη Πληροφορική (10η Έκδοση), Αθήνα: Εκδόσεις Γκιούρδας.</p> <p>Evans A., Martin, K., & Poatsy, M.A. (2014). Εισαγωγή στην Πληροφορική (Pearson), Αθήνα: Εκδόσεις Κριτική.</p> <p>Shelly, G, Cashman, T, Vermaat, M, and Walker, T. (2009). Discovering Computers 2009: Concepts for a Connected World. Cambridge, Massachusetts: Course Technology.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_167	SEMESTER	1 st
COURSE TITLE	ART IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
workshops		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (COMPULSORY)		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/PN1439/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

<p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes 																			
<p>By the end of this course the students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the processes that take place in the artistic field. • Demonstrate an understanding of the prerequisites and limitations that should be respected in the artistic process of planning, implementing and assessing 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • Working independently • Production of new research ideas • Criticism and self-criticism • Production of free, creative and inductive thinking 																			

(3) SYLLABUS

<p>Introduction to the theoretical framework necessary to discuss questions concerning the status of art and the aesthetic experience.</p> <p>The following topics are examined:</p> <ul style="list-style-type: none"> • Introduction, aim and basic prerequisites of Fine Arts. • Limited approaches in the teaching of art. • Stages of artistic procedures. • Application and control of artistic means and how these means can be used in the school environment.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, workshops)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Power Point Use of e-class (the e-learning platform of the University of Patras).	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Study and analysis of bibliography	26
	Students' private study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Final written examination (50%): II. Workshop - practical tasks (50%)	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Αρντουέν, Ι., 2000, <i>Η καλλιτεχνική αγωγή στο σχολείο</i>, Αθήνα, Νεφέλη</p> <p>Βάος, Α., 2008, <i>Ζητήματα διδακτικής των εικαστικών τεχνών. Το καλλιτεχνικό εγχείρημα ως διδακτική πράξη</i>, Αθήνα, Εκδόσεις Τόπος</p> <p>Γκαγιώ, Μπ.- Α, 2002, <i>Πλαστικές Τέχνες. Στοιχεία μιας διδακτικής – κριτικής</i>, Αθήνα, Νεφέλη</p> <p>Charpman, L., 1993, <i>Διδακτική της τέχνης- Προσεγγίσεις στην καλλιτεχνική αγωγή</i>, Αθήνα, Νεφέλη</p>

Ρόμπινσον, Κ.,1999,Οι τέχνες στα σχολεία, αρχές, πρακτικές, προβλέψεις, Αθήνα

- *Related academic journals:*

The Journal of Aesthetic Education

1st YEAR – 1st SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_127	SEMESTER	1 st
COURSE TITLE	ESSENTIAL TOPICS OF HUMAN BIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Laboratory work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with english bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1424/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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• *Guidelines for writing Learning Outcomes*

The course aims at introducing basic concepts of human biology in order to provide students with the essential theoretical tools for designing teaching/learning activities about the human body and also support them in constructing an explanatory model for the transmission of genes / traits from parents to offspring. Moreover, the course aims at familiarizing students with the “New Biology” by engaging them in active discussions, “role playing” and “decision-making” about genetic diseases or new therapies and the ethical issues that arise.

By the end of the course, students are expected to:

- Understand the “cell” as a highly dynamic entity and as the basic structural unit of the human body.
- Understand the essentials of the structure and function of the digestive, respiratory and circulatory system, and be able to explain how these systems contribute to fulfill the energetic needs of the human body.
- Understand the idea of control and coordination of the body’s actions by the nervous system, as well as the idea of homeostasis.
- Understand the essentials of the structure and function of the human reproductive system.
- Understand essential concepts of genetics and have constructed an adequate explanatory model about gene transmission from parents to offspring, as well as about how genes may determine our body traits.
- Be familiar with the concepts of genetic disease, genetic screening and “new therapies”.
- Be able to correlate “structure & function” at the various organizational levels of the body.
- Be able to develop explanatory reasoning strands about the human body by using the “yo-yo strategy”.
- Be able to use the compound microscope to observe microscope slides.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	

- **Search for, analysis and synthesis of data and information with the use of necessary technology**
- **Decision-making**
- **Working independently**
- **Team work**
- **Respect for difference**
- **Criticism and self-criticism**
- **Promotion of free, creative and inductive thinking**

(3) SYLLABUS

<p>The course is concerned with the following topics:</p> <ul style="list-style-type: none"> • “The world of cells” <ul style="list-style-type: none"> - Our cells - Cell activity - The idea of homeostasis at the cellular level - The organizational levels of our body • “How does our body get its energy?” <ul style="list-style-type: none"> - The digestive system - The respiratory system - The circulatory system • “How does our body coordinate its functions?” <ul style="list-style-type: none"> - The nervous system - The idea of homeostasis at the level of the organism • “Genes & Heredity” <ul style="list-style-type: none"> - The reproductive system - Basic concepts of genetics - The transmission of hereditary diseases - Genetic screening & new therapies

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • In the classroom, face-to-face learning – Lectures (presentation and discussion of the topic in question, worksheet-based discussion) • In the lab, face-to-face learning <ul style="list-style-type: none"> - Team work based on worksheets and technological tools (microscope, computer) - Argumentative discourse / “role-playing” for a critical examination of issues concerning genetic diseases and “new therapies” 				
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • The upatras e-class platform • PowerPoint presentations • Animations • Videos • Educational software • E-mail 				
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice,</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #d3d3d3;"><i>Activity</i></th> <th style="background-color: #d3d3d3;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 hours per week x 9 out of 13 weeks)</td> <td style="text-align: center;">27</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 hours per week x 9 out of 13 weeks)	27
<i>Activity</i>	<i>Semester workload</i>				
Lectures (3 hours per week x 9 out of 13 weeks)	27				

<p><i>practice, fieldwork, study and analysis of of bibliography, tutorials, placements, clinical practice, art workshop, interactive interactive teaching, educational visits, visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Lab work (3 hours per week x 4 out of 13 weeks)</p>	<p>12</p>
	<p>Pre-lab work / preparation</p>	<p>5</p>
	<p>Lab-reports portfolio</p>	<p>16</p>
	<p>Personal study</p>	<p>65</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Written examination with “multiple choice” and “short- answer” questions (100%). 	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Williams, G. (2006). <i>New Biology for You, Student Book</i>. UK: Nelson Thorns Pbs. • Williams, G. (2000). <i>Advanced Biology for You</i>. UK: Nelson Thorns Pbs. • Johnson, G. B. (1994). <i>Human Biology: Exploring Concepts</i>. USA: WCB Pbs. • Enger, E.D., Kormelink, J.R., Ross, F.C. and Smith, R.J. (1994). <i>Concepts in Biology</i>. USA: WCB Pbs. • Starr, C. & McMillan, B. (1997). <i>Human Biology</i>. USA: Wadsworth Pbs. • Campbell N.A, Reece J.B., Urry, L.A., Cain, M.L., Minorsky, P.V., & Jackson, R.B. (2008). <i>Biology</i>. USA: Benjamin Cummings. • Hoagland, M., & Dodson, B. (2001). <i>Exploring the Way Life Works: The Science of Biology</i>. Canada: Jones & Bartlett Pbs. • Garvin, W., Adley, C., Dixon, B., Frings, J., Madden, D., Marcussen, L., Turner, J., Wymer, P.E.O. (1995). “Issues in human genetics”, Unit 4 EIBE resources (http://archiv.ipn.uni-kiel.de/eibe/UNIT04EN.PDF).
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_140	SEMESTER	1 st
COURSE TITLE	MUSIC EDUCATION 1		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
workshops		2	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1420/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the course, the students are expected to have developed:

- The ability to write and read simple music scores
- The ability to perform with Orff musical instruments
- The ability to compose and perform music individually or in groups
- They are expected to be able to plan music-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and evaluate the pedagogical impact of these activities

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Production of new research ideas

Others...

.....

- Working independently
- Decision-making
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The following topics are examined:

- Theory of Music
- Musical instruments of the symphony orchestra
- Morphology: forms of European music
- Teaching and learning methods

- Planning, implementation and evaluation of musical activities

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, workshops)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Power Point Use of e-class (the e-learning platform of the University of Patras)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Workshops	26
	Students' private study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Final written examination (50%) multiple choice questionnaires, short-answer questions II. Workshop (50%)	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Κάρολυι Ο. (1983), Εισαγωγή στη Μουσική, Αθήνα: Νεφέλη

Διαμαντής Γ. (2012), Η κλασική θεωρία της μουσικής, Αθήνα: Φίλιππος Νάκας

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_150	SEMESTER	1 st
COURSE TITLE	THEORY OF DEMOCRACY: CLASSICAL APPROACHES AND CONTEMPORARY PROBLEMS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General knowledge		
PREREQUISITE COURSES:	There is not prerequisite course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1443/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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- *Description of the level of learning outcomes for each qualifications cycle, according to the **Qualifications Framework of the European Higher Education Area***
- *Descriptors for Levels 6, 7 & 8 of the **European Qualifications Framework for Lifelong Learning and Appendix B***
- *Guidelines for writing Learning Outcomes*

The course aims to understand democracy, principles and values in a historical and comparative perspective. It specifically examines the characteristics and the conceptual content of citizenship and the political culture that corresponds to the democratic system. It analyzes citizenship in the main political traditions, the skills and attitudes that the citizen must have for democracy to work effectively, such as the capacity of dialogue, cooperation, critical thinking, law enforcement and advocacy constitution. Emphasis is placed on freedoms and rights, on the one hand, and on the other, on the duties of the citizen, which are fundamental preconditions for its effective participation in public life. For a better understanding of democracy, comparisons are made between ancient Athenian and contemporary liberal / representative democracy in terms of values and institutions, and the classical theories of social contract and democracy (Hobbes, Locke, Rousseau, J.S. Mill)

By the end of this course the student will be able to:

1. Understand democracy and the differences between its ancient and modern versions.
2. Understand the historical and social conditions that gave birth to the basic models of democracy.
3. Understand their respective value systems, their institutions and their political culture.
4. Understand the importance of the collective priority in ancient Athenian democracy and, respectively, the individualist foundations of modern liberal democracy.
5. Recognize the need for citizen participation, to promote common good and the public interest.
6. Understand the values of freedom and equality for the effective functioning of democracy and the realization of its goals.
7. Be aware of the basic theoretical approaches of democracy and be conscious of the difficulties in fulfilling its ideals.
8. Understand the importance of laws and the constitution for the protection of citizens' rights and freedoms.
9. Demonstrate commitment to resolving differences and social problems through dialogue and consultation, not violence and empowering practices.
10. Defend and apply democratic values in all aspects of everyday life, including school.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

Generally, by the end of this course the student will, furthermore, have developed the following general abilities (from the list above):

1. *Respect for difference and multiculturalism*
2. *Criticism and self-criticism*
3. *Showing social, professional and ethical responsibility and sensitivity to gender issues*
4. *Decision-making*

By the end of this course the student will, furthermore, have developed the following skills (special abilities):

1. Participate and promote in practice participation in public affairs and social life.
2. Use arguments to support their political views and promote the common good through appropriate practices.
3. To act and plan activities in the classroom that promote the democratic spirit and transmit it to the new generations.

(3) SYLLABUS

1. Analysis of the institutions, values and functioning of ancient Athenian democracy.
2. Comparing its values and institutions with the corresponding values and institutions of modern representative democracy.
3. The criticism of Plato and Aristotle in Athenian democracy and its evaluation.
4. Analyzing the importance of the notion of free and documented citizenship in public and social issues, according to Nussbaum.
5. The end of ancient democracy, the passage from *homo politicus* to *homo credens*, the prevalence of Christianity and the disappearance of the concept of the citizen.
6. Re-emergence of democracy mainly with theories of social contract. The role of the Renaissance and the Reform.
7. The political theories of Locke, Rousseau and J.S. Mill and their impact on the evolution of modern democracy.
8. Citizenship in modern democracy: rights and duties. Citizens' responsibility towards public affairs, the state and the common life.
9. Skills and attitudes to be cultivated at school (dialogue, tolerance, cooperation, respect for the rights of all, respect for the rules and laws of the state, development and exercise of critical competence in a reasonable way, good practices of students, in the prospect of becoming good tomorrow's citizens).

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, face to face learning, open and critical discussion on the subjects, individual works</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of PowerPoint in teaching. The lectures content of the course for each chapter are uploaded on the internet.</p> <p>Use internet to show examples.</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (3 conduct hours per week x 13 weeks)</p>	<p>39</p>
	<p>Individual works - Progress Test</p>	<p>16</p>
	<p>Presentation - works commentary - discussion</p>	<p>10</p>
	<p>Hours for private study of the student and preparation of home-works</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation: Greek</i></p> <p>Three alternatives of evaluation are offered:</p> <p>I. Written final exam with development questions (100%).</p> <p>II. Written final exam (50%) plus individual work (50%). It is a prerequisite for the student to have a graduate degree in the written final examination.</p> <p>III. Student file: two progress tests (80%), five individual works (20%). Some works are presented voluntarily by the students and are considered for their evaluation.</p> <p>The attendance and active participation of students in the course is considered.</p> <p>The evaluation criteria and alternatives are announced in the e-class.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Sartori, G. (1987). The Theory of Democracy Revisited. Chatham, N.J.: Chatham House.

Pateman, C. (1970). Participation and Democratic Theory. Cambridge, U.K.: Cambridge University Press.

Held, D., (2006). Models of democracy. Stanford: Stanford University Press.

New Eurydice report: Citizenship Education at School in Europe – 2017. European Commission.

Balias, St. (2008). Active Citizenship and education. (In Greek). Athens: Papazisis.

Notes of lecturers.

- Related academic journals:

***Journal of Democracy*, Johns Hopkins University Press.**

Citizenship Studies, Wayne State University.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_155	SEMESTER	1 st
COURSE TITLE	HISTORY OF ART I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (asa readingcourse with English–language bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1522/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of this course the students should be able to:

- Understand the status of art in the history of western culture.
- Appreciate the multiplicity and complexity of art forms.
- Identify the main concepts in art history.
- Be familiar with the various creative processes involved in art.
- Analyze, situate historically and interpret works of art.
- Creatively apply information and experiences they have had through contact with works of art in teaching activities.
- Contribute to the development of children's positive attitudes regarding art and art activities

Having completed this course, students will have also improved their ability to:

- distinguish a variety art forms and modes of expression
- critically study, appreciate and understand art woks
- improve their skills as future educators in creatively thinking, planning and implementing art projects

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Production of new research ideas

Others...

.....

Working independently

Respect for difference and multiculturalism

Respect for the cultural environment

Criticism and self-criticism

Production of free, creative thinking

(3) SYLLABUS

<p>Introduction to the history of art forms and their interrelation with the social and cultural environments, and historical developments.</p> <p>The following periods of art history are examined:</p> <ul style="list-style-type: none"> • The origins of modern European art. • Late medieval art. • Renaissance. • Maniérisme. • Baroque. • Rococo. • Neoclassicism • Romantic art.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of PowerPoint</p> <p>Use of e-class (the e-learning platform of the University of Patras).</p> <p>Use of audiovisual materials (videos, etc.)</p> <p>Use of internet sites and electronic art archives</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	Lectures	39
	Study and analysis of artworks	26
	Students' private study	60

	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written examination (90%) comprised of:</p> <ul style="list-style-type: none"> - short-answer questions - multiple choice questions <p>II. Class participation (10%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Gombrich, E. H., <i>The Story of Art</i>, published by M.I.ET, Athens 2004 (1st1998).</p> <p>Honor, H., Fleming, J., <i>History of Art</i>, Ed. Ypodomi, Athens 1998.</p> <p>Bazin, Z., <i>Baroque and Rococo</i>, Ed. Ypodomi, Athens 1995.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_165	SEMESTER	1 st
COURSE TITLE	HISTORY OF MODERN GREECE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of Science/Optional		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English literature).		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lesoncode=42165		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>At the end of this course the students should be able to:</p> <p>At the end of this course the students should be able to have a critical overview of the Modern Greek History</p>																			
<ul style="list-style-type: none"> The following themes are examined: • Questions of History (history and historical reality, methods in history, objectivity in history). • The constitution of Greek state (ottoman domination, revolts, revolution in 1821). • Historical developments since 1821. • Current evolutions. Issues of local History. Facets of Didactics of History. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Having completed this course, students will have developed:</p> <ul style="list-style-type: none"> To distinguish the historical sources and to study them To read critically historical texts To compose a text of historical content 																			

(3) SYLLABUS

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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> Lectures Brief student interventions Optional paper presentations Optional group paper presentations
<p>USE OF INFORMATION AND</p>	<p>Use of ICTs (powerpoints) in teaching, use of audio-visual</p>

<p>COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>means (video-documentaries) for the presentation of empirical examples, use of the electronic platform e-class to support the learning process..</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).</p>	<p>30</p>
	<p>Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).</p>	<p>9</p>
	<p>Individual work by the students for the writing of answers to laboratory type activities after each lesson.</p>	<p>42</p>
	<p>Private study by the students.</p>	<p>44</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Student evaluation will be achieved through the final exams.</p> <p>Course evaluation is constant and formative, and is mainly performed by the students</p>	

(5).ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Βερέμης Β., Κολιόπουλος Γ., (2006) Ελλάδα. Η σύγχρονη συνέχεια. Από το 1821 μέχρι σήμερα», Εκδόσεις Καστανιώτη</p> <p>GloggR. (1999) «Σύντομη Ιστορία της Νεότερης Ελλάδας» Εκδ. Καρδαμίτσα,</p> <p>Κωστής Κ., (2013) «Τα κακομαθημένα παιδιά της Ιστορίας. Η Διαμόρφωση του Νεοελληνικού Κράτους, 18ος- 21ος αι.», εκδόσεις Πατάκη.</p>

1st YEAR – 2nd SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL STUDIES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_ 220	SEMESTER	2 nd
COURSE TITLE	INTERCULTURAL PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	4	
ACTION RESEARCH LABORATORY	1	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND: <ul style="list-style-type: none"> • Intercultural Theory FIELD WORK PROJECT – BASED LEARNING		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek English (For literature review and guest speakers)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42220		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at developing a holistic intercultural competence combined by general theoretical framing on diversity and pedagogy.

Theoretical framing: Become aware of

- ideological paradigms confronting diversity (at work, in education and in society)
- didactic, authentic and transformative pedagogy
- nationalism, neoliberalism and civic pluralism
- *Fordism, postfordism and productive diversity*

Knowledge & Comprehension:

- Cultural self-awareness;
- Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
- Culture-specific information;
- Sociolinguistic awareness

Skills:

- To listen, observe, and interpret
- To analyze, evaluate, and relate

Attitudes:

- Tolerance for Ambiguity - To meet new situations with mindfulness
- Open-mindedness - To respond in non-evaluative ways
- Flexibility - To shift frame of reference
- Respectfulness - To show respect & positive regard for others
- Adaptability - To adapt appropriately to particular situations
- Sensitivity - To convey empathy verbally & nonverbally
- Creativity - To engage in divergent thinking
- Curiosity and discovery (tolerating ambiguity and uncertainty)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

Upon successful completion of this course, students will be able to acquire deeper theoretical understanding of:

- the re-contextualization of the contemporary socio-cultural framework in the knowledge society;
- the Greek multicultural reality;
- the role of intercultural pedagogy in a globalized context;
- the management of groups with a strong ethno- cultural diversification;
- the intercultural dimension of educational programs;
- intercultural awareness and competence as future knowledge professionals [intercultural awareness / sensitivity, and communication capacity (knowledge, attitudes and skills)];
- Understanding of linguistic and cultural diversity in kindergarten;
- Differentiated intercultural learning scenarios and learning techniques.

Additional competences refer to:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course analyzes modern multicultural reality, the impact of migration, and the new role of intercultural pedagogy. Particular reference is made to rethinking knowledge society and socio-cultural transformation based on intercultural communication and exchange. The role of the new differentiated/inclusive pedagogy (Kalantzis & Cope, 2012) in a globalized context is being explored through a variety of activities and invited lectures from abroad. Practical issues concerning linguistic and cultural diversity in kindergarten, as well as their management through the adoption of a culturally responsive pedagogy, are also extensively discussed. Also, intercultural teaching proposals and programs from various educational systems are presented. Finally, students are immersed into reflexive curriculum design, action research and reflexive dialogue as the ultimate goal of this course is the development of intercultural competence and communication skills.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>Teleconference with invited speakers</p> <p>Project-based learning</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Yes</p> <ul style="list-style-type: none"> • E-Class platform • Multimedia (Animation) • Power point presentations 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Invited guest speakers/videos	7
	Laboratory practice	13
	Animation production	26
	Interviews	10
	Project writing	30
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer</i></p>	DESCRIPTION	Percentage (%)
	1st option	

<p>questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	2 written self-evaluation tests	20%
	Final exam	80%
	TOTAL	100%
	2nd option	
	Action Research (in learning teams of 2-3 persons)	30%
	2 written self-evaluation tests	20%
	Assignment (6000 words)	50%
	TOTAL	100

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Mary Kalantzis and Bill Cope, (2012). *New Learning: Elements of a Science of Education*, Cambridge University Press. <http://newlearningonline.com/new-learning>

Glenn S. Levine, Alison Phipps, Carl Blyth. (2011). *Critical and Intercultural Theory and Language Pedagogy*. AAUSC.

Miriam Sobré-Denton, Nilanjana Bardhan. (2013). *Cultivating Cosmopolitanism for Intercultural Communication: Communicating*. Routledge

Esohelamé (2013). *Discriminatory Bullying: A New Intercultural Challenge*. Springer.

Brett, J., Behfar, K., & Kern, M. (2006). Managing Multicultural Teams. *Harvard Business Review* 84(11), 89-96.

Deardorff, Darla K., ed. (2009). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage.

Tiedt, L. P., & Tiedt, M. I. 2006. Πολυπολιτισμική Διδασκαλία. Εκδόσεις Παπαζήση, Αθήνα.

AluffiPentini, A. 2005. Διαπολιτισμικό εργαστήριο. Υποδοχή, επικοινωνία και αλληλεπίδραση σε πολυπολιτισμικό εκπαιδευτικό περιβάλλον, μτφρ. Μ.Τζουλιάνη. Ατραπός, Αθήνα.

Αρβανίτη, Ε. 2008. «Αποτύπωση εκπαιδευτικών σχεδιασμών σε πολυπολιτισμικά περιβάλλοντα: Μελέτη περίπτωσης», *Παιδαγωγικό Βήμα Αιγαίου*, τεύχος 69, σελ. 80-94.

- **Related academic journals:**

Intercultural Education <https://www.tandfonline.com/toc/ceji20/current>

Common Ground journals <http://ee.commongroundpublishing.com/publications/journals#2>)

Journal of Studies in Intercultural Education

<http://journals.sagepub.com/doi/abs/10.1177/1028315315596580?journalCode=jsia>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_210	SEMESTER	2 nd
COURSE TITLE	INTRODUCTION TO PHILOSOPHY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & group discussions	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Compulsory course)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1476/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>The course provides an introduction to the fundamental problems of philosophy. Students are encouraged to discuss philosophical questions about metaphysics, ethics, politics, epistemology etc., and to argue for or against certain philosophical proposals on the subjects.</p> <p>By the end of the course the students will be able to:</p> <ul style="list-style-type: none"> - Discuss some of the fundamental problems of philosophy - Use different reasoning and argumentation techniques - Understand basic philosophical theories in ethics, politics, epistemology and metaphysics
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
<ul style="list-style-type: none"> ● Search for, analysis and synthesis of data and information ● Working independently ● Team work & discussion ● <i>Working in an international environment</i> ● <i>Working in an interdisciplinary environment</i> ● Tolerance and open-mindedness ● Production of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The following topics are thoroughly examined:</p> <ol style="list-style-type: none"> 1. Introduction to metaphysics: God, the mind- body problem, the problem of free will 2. Introduction to ethics: virtue ethics, utilitarianism, deontological theory (I. Kant) 3. Introduction to meta-ethics: naturalism, relativism, possibilism 4. Introduction to political philosophy: the concepts of freedom, equality, justice 5. Introduction to epistemology: rationalism, empiricism
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras PowerPoint presentations Educational videos	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 8 out of 13 weeks)	24
	Group discussions facilitated by the teacher (3 conduct hours per week x 5 out of 13 weeks)	15
	Preparation of group discussions	20
	Hours for private study of the student	66
	Course total	125

<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written examination using short answer questions (100%)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Blackburn, S., (1999). Think: A Compelling Introduction to Philosophy. Oxford University Press.</p> <p>Graig, E. (2002). Philosophy, Oxford University Press.</p> <p>Hollis, M. (2009). Invitation to Philosophy. Wiley-Blackwell.</p> <p>Nagel, T. (1989). What does it all mean. Oxford University Press.</p> <p>Warburton N. (2004). Philosophy: The basics. Taylor & Francis.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	<i>Undergraduate</i>		
COURSE CODE	ESC_517	SEMESTER OF STUDIES	2 nd
COURSE TITLE	LITERATURE FOR CHILDREN I		
INDEPENDENTTEACHINGACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Assignments (+ Laboratory work)	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSETYPE <i>general background, special background, specialised general knowledge, skills development</i>	Basic (Compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1516/		

(2) LEARNING OUTCOMES

<p>Leraning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

The course introduces undergraduate students to the basic principles of Theory and Criticism of Literature for Children as well as to the basic literary genres and the ways of their utilization in the Preschool Education. The course is structured in six modules, which will be covered during the semester in thirteen (13) three-hour lectures. In each section, except for "Content" / "Axes", "Sub-Objectives", "Indicative Bibliography" and "Questions / Activities / Suggestions for Reflection", the main purpose of which is to troubleshoot and activate students / students regarding the content of each section, there will be files with summary notes, presentations, as well as bibliographic sources used. In addition, on a separate page there will be useful links and external web pages about the content of the course.

By the end of the course students:

- (they) might distinguish the conceptual content of terms and the particularly defining elements of Literature for Children,
- (they) will have been familiarized with the basic principles of Theory and Criticism of Literature for Children,
- (they) will have met the basic literary genres and with the ways of their exploitation in the Preschool Education,
- (they) will know modern tendencies and approaches to children’s literary texts.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- **Searching, analysis and synthesis of facts and information**
- **Production of new research ideas**
- **Promotion of free, creative and inductive thinking**
- **Exercise of criticism and self-criticism**
- **Respect to the diversity and the multiculturalism**
- **Autonomous (Independent) work**
- **Groupwork (Discussion, etc.)**

(3) SYLLABUS

The course includes the following modules/units:

- **Introductory concepts-Clarification of terms ("Literature", "Literature for Children").**

- Conceptual determination and peculiar character of Literature for Children.
- Introduction to the Theory and the Criticism of Literature for Children.
- The child as a reader and critic of Literature for Children.
- Form and content of literary texts for children–Terms of appropriateness - Criteria of choice.
- Basic genres of literary texts in Preschool Education [Fairy tales, Fables, Short-stories, Poetry, Picture Books (techniques-methods), Theatre (forms-type)].
- Story-telling (types, techniques, codes, activities).
- Modern tendencies and approaches to literary texts for children (humor, metafiction, intertextuality, etc.).

(4) TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Facetoface • Lectures • Group discussion • Employment of audiovisual material 	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures (10 weeks out of 13 x 3 hours)	30
	Assignments and Laboratory work (3 weeks out of 13 x 3 hours)	9
	Final Work File Composition	21
	Independent (private) student's study	65
	Total of Course	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral</i></p>	<ul style="list-style-type: none"> • Presentation (oral and written) of works (20%) • Final (written) examination with Short Answer Questions and Development Questions (80%) 	

<p><i>examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications).
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Anagnostopoulou, Diamanti (2002). <i>LogotechnikiProslipsistinProscholiki kai ProtovathmiaEkpaidevsi [Literary Reception in Preschool and Primary Education]</i>. Athens: Patakis. (in Greek) • Electronic Journal: <i>Diadromes [Itineraries](IN THE FIELD OF LITERATURE FOR CHILDREN AND YOUNG PERSONS)</i> (https://www.psichogios.gr/site/Content/routesRegistration) (in Greek) • Electronic Journal of Children's Literature: <i>KEIMENA</i> (http://keimena.ece.uth.gr/main/) (in Greek) • Hunt, Peter (1991). <i>Criticism, Theory, and Children's Literature</i>. Oxford: Blackwell. • Hunt, Peter (ed.) (2005). <i>Understanding Children's Literature</i>. London and New York: Routledge. • Kanatsouli, Meni (2007). <i>EisagogistiTheoria kai Kritiki tis PaidikisLogotechniasScholikis kai ProscholikisElikias [Introduction to the Theory and Criticism of Children's Literature for School and Pre-school Age]</i>. Thessaloniki: University Studio Press. (in Greek) • Norton, Donna E. (ed.) (2007). <i>Through the Eyes of a Child: An Introduction to Children's Literature</i>. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_347	SEMESTER OF STUDY	2 nd
COURSE TITLE	WRITTEN LANGUAGE IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Compulsory Course</i>		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English language)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1481/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>This is a basic, introductory course, concerning the fundamental principles of literacy and written speech and how their didactics is applied in Kindergarten.</p> <p>It focuses on both the theoretical approaches of linguistic development and literacy and the practices that can reinforce them.</p> <p>More specifically, the focus is on the development of child language, from birth to primary school, the cognitive and non cognitive procedures of reading and writing, the emergent literacy and the practices that support it or not.</p> <p>The final purpose of the course is the students to understand the literacy practices in Kindergarten, the important role of the teachers as a literacy intercessor as well as the importance of developing</p>

strong communicative relationships with families and the local community, as far as bilingual children or children with other problems are concerned.

Upon successful completion of this course, students should be able to:

- Report the purposes and the aims of the linguistic education, the reinforcement of communicative skills and the emergent literacy in pre - school education.
- Explain the contribution of family literacy programmes to the reinforcement of the emergent literacy, which are orientated towards different social and cultural contexts.
- Refer and handle the matters of family literacy in a more critical and scientific way and be able to describe the way in which these matters can contribute to the support of communication, language and literacy in a more efficient way.
- Identify and justify the differences between the several literacy practices that apply in Kindergarten and primary school.
- Develop and apply plans in order to develop and evaluate the children's linguistic skills.
- Explain the contribution of written texts, as well as children's literature and books of information in children's linguistic development.
- Organise educational activities, based on current educational procedures, that support the children's linguistic development.
- Describe the way in which several educational activities can be used as literacy practices at Kindergarten.
- Organise, document, present and evaluate literacy activities for pre - schoolers, in an efficient way.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Adaptation on new situations
- Decision-making
- Respect for Diversity and multiculturalism
- Teamwork
- Planning and management of projects.

(3) SYLLABUS

- Linguistic development and purposes of linguistic education in Kindergarten.
- The connection between oral and written speech.

- Reading and writing: understanding and producing written texts.
- Emergent and family literacy.
- Literacy practices in early childhood.
- Teaching language and curriculum.
- pre - alphabetical and alphabetical stages of reading and writing.
- Organising spaces in the Kindergarden and supporting operational literacy.
- Organising school's library - audio library - ebooks.
- Multimodal texts and operational literacy.
- Educational activities for the reinforcement of the transition to elaborated speech.
- Children speaking different languages from the language that the teachers use in Kindergarden.
- Reinforcement of linguistic development through projects.
- Family literacy - Family and teacher cooperation.
- Linguistic skills evaluation.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class lectures - teamwork projects	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	All class material available in class-web Communication via e-mail MS Office PowerPoint	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (10 from 13 lessons X 3 hours)	30
	Team- work (3 from 13 lessons X 3 hours)	9
	Portfolio of the final Project	26
	Independent study	60

	Course total	125
STUDENT PERFORMANCE EVALUATION	<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
	<p>I. Writing Final Exam (60% of grade) testing:</p> <p>II. Project (40%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Μότσιου, Ε. (2014). Εισαγωγή στην ανάπτυξη της γλώσσας. Θεσσαλονίκη: University Studio Press

Παναγιωτίδης, Φ. (2013). Μίλα μου για γλώσσα. Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης

Τάφα, Ε. & Μανωλίτσης, Γ. (2009). Αναδυόμενος Γραμματισμός: Έρευνα και εφαρμογές. Αθήνα: Πεδίο.

Barton, D. (2009). Εγγραμματισμός: Εισαγωγή στην οικολογία της γραπτής γλώσσας. Αθήνα: Παπαζήσης [κεφ. 9 & 10]

Crystal, D. (2011). Ένα μικρό βιβλίο για τη γλώσσα. Αθήνα: Πατάκης

Wolf, M. (2007). Ο Προυστ και το καλαμάρι. Πώς ο εγκέφαλος έμαθε να διαβάζει. Αθήνα: Πατάκης [κεφ. 4]

1st YEAR – 2nd SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_305	SEMESTER	2 nd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses. The student should have the basic theoretical background knowledge on the discipline of psychology.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course using bibliography in English)		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42618		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of the course the students will be able to:</p> <ul style="list-style-type: none"> • Show complete understanding of the most important issues of developmental psychology • Present understanding of the research goals and the research methods of developmental psychology • Have basic theoretical knowledge about the human development, from the prenatal period until puberty • Understand the different influence of genes vs. environment on human development • Apply the appropriate principles of different theoretical approaches to explain psychological developmental phenomena • Interrelate the scientific theoretical and empirical content of developmental psychology with other psychological branches and other scientific disciplines • Show critical thinking about the current questions on developmental psychology, like the issue on developmental individuality 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information • Working independently 																			

- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course provides a complete examination on the following topics:

- Introduction to the basic concepts of developmental psychology
- Research methods used in developmental psychology
- Introduction to the most important theories of developmental psychology
- Genes and environment on human development
- Prenatal development - Birth
- Infancy: Cognitive and social development
- Early childhood: Cognitive, social, moral, and language development
- Middle childhood: Cognitive, social, and moral development

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras. PowerPoint presentations.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 11 out of 13 weeks)	33
	Working in groups (3 conduct hours per week x 2 out of 13 weeks)	6
	Preparation of home-works	26
	Hours for private study of the student	60

	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>III. Written examination using multiple choice questionnaires and short answer questions (70%)</p> <p>IV. Public presentation of team reports (30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

- Burman, E. (2008). *Deconstructing Developmental Psychology*. New York: Routledge.
- Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*. USA: W. W. Norton & Company Inc.
- Lightfoot, C., Cole, M., & Cole, S. R. (2014). *The Development of Children*. New York: Worth Pub.
- Miller, P. (2011). *Theories of Developmental Psychology*. New York: Worth Publishers.
- Mooney, C. G. (2013). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. New York: Redleaf Press.
- Mooney, C. G. (2010). *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerger, Brazelton, Kennell, and Klaus*. New York: Redleaf Press.
- Pauen, S. M. (2012). *Early Childhood Development and Later Outcome*. New York: Cambridge University Press.
- Shaffer, D. R. & Kipp, K., (2013). *Developmental Psychology: Childhood and Adolescence*. Wadsworth Gengage Learning.
- Siegler, R. DeLoache, J., & Eisenberg, N. (2011). *How Children Develop*. New York: Worth Publishers.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_240	SEMESTER	2 nd
COURSE TITLE	MUSIC EDUCATION 2		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
workshops		2	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, skills development		
PREREQUISITE COURSES:	Music Education 1		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1438/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the course, the students are expected to:

- Know basic elements of the history of European music
- Familiar with Greek folk music and musical instruments
- Be able to sing and play simple folk songs for children
- Have developed skills to perform simple musical instruments (glockenspiel or recorder)
- Have the ability to sing songs for children and perform with Orff musical instruments
- Have the ability to compose and perform music individually or in groups
- be able to plan music-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and evaluate the pedagogical impact of these activities

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- Working independently
- Decision-making
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The following topics are examined:

- History of European Music

- Greek folk songs
- Greek folk musical instruments
- Folk songs for children
- Children songs (children voice, breathing and singing techniques, repertoire).
- Planning, implementation and evaluation of musical activities

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, workshops)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Power Point</p> <p>Use of e-class (the e-learning platform of the University of Patras)</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>39</p>
	<p>Workshops</p>	<p>26</p>
	<p>Course project</p>	<p>15</p>
	<p>Students' private study</p>	<p>45</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art</i></p>	<p>I. Final written examination (50%), multiple choice questionnaires, short-answer questions</p> <p>II. Workshop (25%)</p> <p>III. Course project (25%)</p>	

<i>interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ol style="list-style-type: none">1. Γρηγορίου Μ. (1994), Μουσική για παιδιά και για έξυπνους μεγάλους, τόμος Β', Αθήνα: Νεφέλη2. Headington C. (1998), Ιστορία της δυτικής μουσικής, τόμος Β', Αθήνα: Gutenberg3. Ανωγειανάκης Φ. (1991), Ελληνικά λαϊκά μουσικά όργανα, Αθήνα: Μέλισσα4. Πολίτης Α. (2010), Το δημοτικό τραγούδι, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_135	SEMESTER	2 nd
COURSE TITLE	ART EDUCATION IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
workshops		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	ART IN EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English-language bibliography)		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/PN1439/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of this course the students are expected to:

- **Demonstrate an understanding of the processes that take place in the artistic field.**
- **Demonstrate an understanding of the prerequisites and limitations that should be respected in the artistic process of planning, implementing and assessing**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Working independently**
- **Production of new research ideas**
- **Respect for difference and multiculturalism**
- **Criticism and self-criticism**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

The following topics are examined:

- **Chronological description and modern approaches to the teaching of art.**
- **Material and techniques compatible to school environment.**
- **Approaches of Art in school environment.**
- **Teaching arts within Greek curriculum.**
- **Planning, implementing and assessing artistic activities.**
- **Cross-thematic approaches.**

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, workshops)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Power Point</p> <p>Use of e-class (the e-learning platform of the University of Patras).</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>39</p>
	<p>Study and analysis of bibliography</p>	<p>26</p>
	<p>Students' private study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written examination (50%):</p> <ul style="list-style-type: none"> - short-answer questions - multiple choice questions <p>II. Workshop (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Βάος, Α., 2000, *Εικαστική αγωγή στην ελληνική εκπαίδευση*. Ιστορική αναδρομή - προσεγγίσεις στη διδασκαλία της τέχνης, Αθήνα, Ελληνικά Γράμματα.

Erstein, A., - Τρίμη, Ε., 2005, *Εικαστικές τέχνες και μικρά παιδιά. Ενισχύοντας τους μικρούς καλλιτέχνες*, Αθήνα, Τυπωθήτω – Γιώργος Δαρδανός.

Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven & London: Yale University Press.

Parsons, M. J. & Blocker, G. (1993). *Aesthetics and Education*. Urbana & Chicago: University of Illinois Press.

Σάλλα – Δοκουμετζίδα, Τ., 1996, *Δημιουργική φαντασία και παιδική τέχνη*, Αθήνα, Εξάντας.

Scirmacher, R., 1998, *Τέχνη και δημιουργική ανάπτυξη των παιδιών*, Αθήνα, Ίων.

Smith, R. & Simpson, A. (1991). *Aesthetics and Arts Education*, Urbana & Chicago: University of Illinois Press

- Related academic journals:

The Journal of Aesthetic Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_235	SEMESTER	2 nd
COURSE TITLE	INTRODUCTION TO WEB SCIENCE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3 (lect.) 2 (lab)	5	
<i>Add rows if necessary. The modeling of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, modeling of general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PN1427/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Having completed this course, students will:

Having completed this course, students will have developed the skills to:

- identify the key issues associated with using the Internet for communicating with others either online or offline
- apply effectively usability evaluation techniques
- describe the main pros and cons arising from the use of the Internet
- use the Internet as an information source and publishing tool
- establish and maintain an Internet presence

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*
- *Criticism and self-criticism*

- *Respect for the natural environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The goal of this course is to:

(a) to encourage students to use the main Internet tools efficiently and in a meaningful way;

(b) to examine various information retrieval resources and strategies;

(c) To develop students' ability to design and create web-based information systems (web pages, web blogs etc.)

(d) to develop students' ability to critically evaluate web sites and content using a variety of usability evaluation methods (i.e. heuristic evaluation, user observation, keystroke level modeling)

(e) to encourage discussion of social issues surrounding the Internet through an introductory explanation of how networks work and investigation of the problems and promises of living in a networked world aiming to shape an awareness of the issues and potential changes in our society effected by the world wide web

(f) to discuss the latest trends in online learning such Massive Open Online Courses

(g) to provide introduction of Internet use in the context of education.

Laboratory curriculum: "hands-on" introduction to the Internet tools, search engines, collaborative tools, digital library resources, web-site development systems, experience with representative distant learning applications.

The following topics are examined:

1. The Science of the Web
2. Web usability
3. Web interaction design
4. Writing for the Web
5. The Engineering and Technology behind the Web
6. The Analysis of the Web
7. Web social issues and e-learning, Web Communities and Identity, Internet addiction
8. Understanding the potential of a search engine
9. Social networking
10. Blogs and wikis in education
11. Trust on the Web: Rethinking technical, legal and social privacy protection strategies for the Web
12. Interacting in Virtual Environments
13. E-learning, Learning Management Systems

The following topics are presented in the laboratory session of the course:

- 1) Web browsing / Search engines
- 2) Electronic Mail
- 3) Web design
- 4) Web site evaluation
- 5) Heuristic evaluation
- 6) Keystroke Level Model
- 7) Infographics
- 8) Social networking sites
- 9) Blogs
- 10) Wikis
- 11) Virtual Worlds
- 12) Learning Management Systems

(4) TEACHING and LEARNING METHODS – EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, seminars and laboratory work face to face.</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the e-class LMS platform, in the form of a series of ppt files. Where from the students can freely download them.</p> <p>Additional web 2.0 services such as Google Drive are also adopted.</p>

<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures (13x 3) hours)	39
	Laboratory work (13x2 hours)	26
	Laboratory mini projects and essay	25
	Private study	35
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Final exam using multiple choice questionnaire (60%) 2. Laboratory work (4 mini-projects) (40%) 3. Essay/report (elective, bonus up to 10% towards the final grade) 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Beekman, B., & Beekman, G. (2015). Εισαγωγή στη Πληροφορική (10^η Έκδοση), Αθήνα: Εκδόσεις Γκιούρδας.
2. Evans A., Martin, K., & Poatsy, M.A. (2014). Εισαγωγή στην Πληροφορική (Pearson), Αθήνα: Εκδόσεις Κριτική.
3. Forouzan, B.A. (2015). Θεμελιώδεις έννοιες: Από το χειρισμό δεδομένων μέχρι τη θεωρία των υπολογισμών, Αθήνα: Κλειδάριθμος.
4. Shelly, G., Cashman, T, Vermaat, M., & Walker, T. (2009). Discovering Computers 2009: Concepts for a Connected World. Cambridge, Massachusetts: Course Technology.

5. Tapscott, D., & Williams, A.D. (2006). *Wikinomics: How mass collaboration changes everything*. NY: Penguin.
6. West, J.A. & West, M.L. (2009). *Using Wikis for Online Collaboration*. San Francisco: Jossey-Bass.
7. Preece, J., & Maloney-Krichmar, D. (2003). Online communities. In J. Jacko & A. A. Sears (Eds.), *Handbook of human-computer interaction*, 596-620.
8. Putnam, R. D. (1995). Tuning in, tuning out: The strange disappearance of social capital in America. *PS: Political Science and Politics*, 28(4), 664-683.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_115	SEMESTER	2nd
COURSE TITLE	INTRODUCTION TO SOCIOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of Science/Optional		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English literature).		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42115 ; https://eclass.upatras.gr/courses/PN1502/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Sociology is one of the fundamental sciences, essential for the analysis of educational reality and its knowledge is vital for the practice as much of the profession of the Kindergarten teacher, as for the work of the teacher who may be employed as a social scientist/researcher in research centres or in the public or private sectors. The course aims to provide fundamental knowledge concerning the main social phenomena, institutions and processes.

On successful completion of the course, the students who have attended regularly will be able:

- To determine the identity of the cognitive object of sociology.
- To present the main positions of the founders of the scientific field of sociology.
- To refer to the chief theoretical and research choices from the main theoretical schools of sociology (functionalism, conflict approaches, interpretative approaches).
- To present and explain the process for the conduct of scientific research, as well as the methodological tools that the social scientist may select in order to approach the issues of social reality that concern him on the micro-level as well as the macro-level.
- To analyze and explain the social reality that is being shaped today in the modern multicultural societies to which Greece belongs, using (empirical and theoretical) sociological knowledge. Indeed, from the analysis of this particular social reality, the fundamental characteristic elements that shape human relationships and determine the social expressions of human behaviour in the 21st century emerge. It is vital that the students are aware of these elements since as future Kindergarten teachers they will have to interact successfully with pupils, parents and all the factors that shape the social and educational reality within which they will live and work.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Pursuit, analysis and collation of information, using ICTs.
- Independent work.
- Group work in order to answer questions or activities during the course.
- Promotion of creative and inductive thought in order to provide critical answers to the laboratory activities that the students take on after each lesson.
- Respect for diversity and multiculturalism.
- The exercise of critical thought and self-criticism for the development of a sociological outlook that leads to the understanding and explanation of social reality.

(3) SYLLABUS

<ul style="list-style-type: none"> • The object of Sociology as a science, its creation and its relationships with other sciences. • Brief presentation of the main views and important sociologists who established the scientific field of Sociology and influenced the other social sciences. • Fundamental questions in sociological theory (main schools of sociological thought, theoretical dilemmas, and utilization of sociological theory for the understanding and explanation of the creation of the modern world). • Developing a sociological theory (approach). Contributions – influences and usefulness of sociological knowledge in the modern world. • Analysis of the style of the social scientist’s scientific – research work (basic elements of methodology and sociological research). • Human societies and their development (from the early, pastoral and agricultural societies to contemporary societies in the age of globalization). • Nationality and race (conceptual definitions, Minority groups, Race issues, Prejudice and adverse discriminatory treatment, ethnic rivalries and racism). Ethnic relationships, ethnic differences, the development of ethnic relationships in the modern world. • Human daily life and communication (social interaction and everyday life). • Study of human deviation and criminality. Ways to deal with deviant behaviour. • Social stratification (systems of social stratification, theories that explain social stratification). • The social classes in contemporary western societies. Social mobility. • Poverty and inequality in the modern world.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face lectures and laboratory activities on practical matters that are related to the approach to and analysis of social reality.
USE OF INFORMATION AND	Use of ICTs (powerpoints) in teaching, use of audio-visual

<p align="center">COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>means (video-documentaries) for the presentation of empirical examples, use of the electronic platform e-class to support the learning process..</p>															
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).</td> <td align="center">30</td> </tr> <tr> <td>Seminars for the presentation and discussion of practical issues of sociological knowledge – group work (3 conduct hours per week x 3 weeks).</td> <td align="center">9</td> </tr> <tr> <td>Individual work by the students for the writing of answers to laboratory type activities after each lesson.</td> <td align="center">42</td> </tr> <tr> <td>Private study by the students.</td> <td align="center">44</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td align="center">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).	30	Seminars for the presentation and discussion of practical issues of sociological knowledge – group work (3 conduct hours per week x 3 weeks).	9	Individual work by the students for the writing of answers to laboratory type activities after each lesson.	42	Private study by the students.	44			Course total	125	
<i>Activity</i>	<i>Semester workload</i>															
Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).	30															
Seminars for the presentation and discussion of practical issues of sociological knowledge – group work (3 conduct hours per week x 3 weeks).	9															
Individual work by the students for the writing of answers to laboratory type activities after each lesson.	42															
Private study by the students.	44															
Course total	125															
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are evaluated in two different ways based on their own preferences concerning their active (or otherwise) participation in the learning processes of the particular cognitive object:</p> <p>1st way: At the end of the term, based on performance in final written examinations with questions demanding extended answers (100%).</p> <p>2nd way: Participation in all the following educational actions:</p> <p>(a) With the evaluation of students' answers to questions from the laboratory activities, which will be set by the teacher at the end of each lecture (50%). And, (b) a final examination with the response to a question of judgement based on the content of either a visual text (video or documentary) or a short text, regarding the approach to and analysis of sociological reality, based on the knowledge that will have been acquired over the particular course (50% of total mark).</p>															

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- Giddens, A. (2009). *Sociology*. Athens: Gutenberg.
- Daskalakis, D. (2014). *Introduction to the Contemporary Sociology*. Athens: Papazisis.
- Tsaousis, D.G. (2006). *The society of the man. Introduction to Sociology*. Athens: Gutenberg.
- Hughes, M., & Kroehler, C.J. (2007). *Sociology. The Core*. Athens: Kritiki Editions.
- Bottomore, T.B. (2000). *Sociology. A Guide to Problems and Literature*. Athens: Gutenberg.
- Ritsert, J. (1996). *Ways of thinking and basic concepts of Sociology*. Athens: Kritiki.
- Antonopoulou, M. (2008). *Classics of Sociology. Social theory and younger society*. Athens: Savvalas.

- *Related academic journals:*

- American Sociological Review
- British Journal of Sociology
- Contemporary Sociology
- Criminology
- Current Sociology
- Deviant Behavior
- Journal of Contemporary Ethnography
- Journal of Research in Crime and Delinquency
- Journal of Sociology
- Migration Letters
- Mobilization
- Qualitative Sociology
- Rural sociology
- Social Problems
- Society
- Sociological Methodology
- Sociological Perspectives
- Social Research
- Sociological Research Online
- Sociological Theory
- Symbolic Interaction
- The Sociological Quarterly
- The Sociological Review

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_260	SEMESTER	2 nd
COURSE TITLE	HISTORY OF ART II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:	Officially there are no prerequisite courses. It is recommended, though, that students have previously attended the HISTORY OF ART I course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English-language bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1522/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of this course the students should be able to:

- Understand the place modern and contemporary art have in society.
- Appreciate the multiplicity and complexity of various modern art forms.
- Be acquainted with the main concepts of the history of modern art.
- Analyse, situate historically and interpret works of art.
- Creatively apply information and experiences they have had through contact with works of art in teaching activities.
- Contribute to the development of children's positive attitudes regarding modern and contemporary art and art activities.

Having completed this course, the students will have also improved their ability to:

- Distinguish various art forms and modes of expression
- critically study, evaluate and understand art works
- improve their skills as future educators in creatively thinking, planning and implementing art projects

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

Working independently

Respect for difference and multiculturalism

Respect for the cultural environment

Criticism and self-criticism

Production of free, creative thinking

(3) SYLLABUS

Introduction to the history of modern and contemporary art forms and their interrelation with the social-historical and cultural developments.

The following movements and periods of art are examined:

- Realism.
- Impressionism and Post-impressionism
- Symbolism, Art Nouveau
- Fauvism
- Expressionism
- Cubism
- Futurism
- Various forms of abstraction
- Constructivism
- Dada and Surrealism
- Post World War II Art
- Contemporary movements

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint. Use of e-class (the e-learning platform of the University of Patras). Use of audiovisual materials (videos, etc.) Use of internet sites and electronic art archives.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Study and analysis of artworks	26
	Students' private study	60
	Course total	125

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written examination (90%) comprised of:</p> <ul style="list-style-type: none"> - short-answer questions - multiple choice questions <p>II. Class participation (10%)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Foster, H., Krauss, R., et al., <i>Art since 1900</i>, ed. Epicentro, 2007.</p> <p>Gombrich, E. H., <i>The Story of Art</i>, edited by M.I.ET, Athens 2004.</p> <p>Honor, H., Fleming, J., <i>History of Art</i>, ed. Ypodomi, Athens 1998.</p> <p>Read, H., <i>History of Modern Painting</i>, ed. Ypodomi, Athens 1978.</p> <p>Argan, Carlo J., <i>Modern Art</i>, University Publications of Crete, Heraklion 2006.</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_170	SEMESTER	2 nd
COURSE TITLE	CULTURAL ANTHROPOLOGY AND EDUCATIONAL ISSUES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1458/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is a thematic introduction to anthropo

logy, but also discusses educational issues that are related to culture. After an initial introduction to cultural anthropology, reference will be made to classical studies, theories, trends, and fieldwork. Through reference to classical monographs, interest will be given to the way various cultures educate their members, particularly during childhood.

At the end of the course students will:

Have a general knowledge of the historical environment that gave rise to the academic discipline of social/cultural anthropology

Have a general knowledge of social/cultural anthropology and of the paradigm that this academic discipline proposes

Realize how cultural issues enter in any educational act

Realize how education is a lifelong process

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

Be able to understand how a culture/society functions

Be able to use the abovementioned knowledge so as to understand better cultural/social issues

Be able to respect the "other"

Be able to cooperate with others that do not share his/her viewpoint

Have sensitivity of ecological issues

Have sensitivity in issues of diversity

Have sensitivity in gender issues

(3) SYLLABUS

<p>Introduction to cultural/social anthropology</p> <p>Anthropological theories and trends</p> <p>Function- structure</p> <p>Fieldwork</p> <p>Reference to classical anthropological studies</p> <p>Anthropological studies in Greece</p> <p>Examination of the various ways cultures educate their members</p> <p>Reference to anthropological studies of educational instances/contexts</p> <p>Use of anthropology in the study of children/childhood</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	FACE TO FACE, LECTURE	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	E-CLASS, USE OF POWERPOINT, INTERNET SOURCES	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	Lectures (13 x 3 hours)	36
	Individual work	89
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art</i></p>	Written examination at the end of the term	

<p><i>interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Eriksen, T.H. (2007). *Μικροί τόποι, μεγάλα ζητήματα*. Αθήνα: Κριτική.

Laburthe-Tolpa, P. &Warnier, J.-P. (2003). *Εθνολογία Ανθρωπολογία*. Αθήνα: εκδόσεις Κριτική.

Λιένχαρτ, Γκ. (1997). *Κοινωνική Ανθρωπολογία*. Αθήνα: Gutenberg.

Λυδάκη, Α. (2016). *Αναζητώντας το Χαμένο Παράδειγμα*. Αθήνα: Παπαζήση.

Σερεμετάκη, Ν. (2017). *Εισαγωγή στην Πολιτισμική Ανθρωπολογία*. Αθήνα: Πεδίο.

Hendry, J.(2008). *Sharing Our Worlds: An Introduction to Cultural and Social Anthropology*. New York: New York University Press.

Monaghan, J. Just, P. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. Oxford: Oxford University Press.

2nd YEAR – 3rd SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_225	SEMESTER	3 rd
COURSE TITLE	HUMAN RIGHTS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (compulsory)		
PREREQUISITE COURSES:	There is not prerequisite course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1413/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course presents the historical development of human rights and their importance for modern democracy, but also for a fair, peaceful and human world. Emphasis is placed on the fact that human rights are the moral foundation of modern democracy and ~~that~~ their respect is the presupposition for a genuinely democratic life. For a deeper understanding of human rights, their various theoretical and ideological recruitments, primarily their liberal and socialist versions, and the corresponding ideas of justice are analyzed. The course helps students to understand that human rights are a highly controversial idea around which conflicts are developed both within liberal democratic societies and between cultures. The course focuses on the training and the formation of students as democratic citizens, as well as on the learning of pedagogical practices and activities to be implemented at school and aiming at the promotion of human rights in the school community.

By the end of this course the student will be able to:

1. Know what human rights are and their importance to modern democratic society.
2. Understand that human rights are the foundation for a fairer, more peaceful and more humane world.
3. Be aware that human rights are a precondition for a better life not only for others but also for oneself.
4. Recognize the need for respect for them by everyone and, in principle, by himself / herself.
5. Be sensitive to the different forms of violation and be available to protect them in practice.
6. Have a critical and interactive attitude towards the ideological confrontations about human rights and can develop arguments for their defense both in the private and the public domain.
7. ~~To~~ show understanding of different perceptions or ideas about life and ~~to~~ be aware of the prejudices he has adopted and ~~to~~ be ready to change them.
8. Deny nationalist or racial perceptions and ~~to~~ be open to foreigners and ~~to~~ those who have a different religion or opinion.
9. Be able to adapt human rights ethics to children and ~~to~~ design appropriate pedagogical activities in the classroom.
10. Cooperate with the school community to promote them throughout, including family.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

Generally, by the end of this course the student will, furthermore, have developed the following general abilities (from the list above):

1. *Respect for difference and multiculturalism*
2. *Showing social, professional and ethical responsibility and sensitivity to gender issues*
3. *Respect for natural environment*
4. *Decision-making*
5. *Criticism and self-criticism*
6. *Working in an international environment*
7. *Working independently*

(3) SYLLABUS

1. Analysis of the concept of human rights.
2. The differences between the recruitment of human rights between Western and other cultures, especially Islam.
3. The generations of human rights and the evolution from the urban-liberal to their socialist recruitment - social justice and welfare state.
4. The Kantian perception of rights and their importance: a critical approach.
5. The major human rights developments: the American Declaration, the French Declaration on Human and Citizen Rights, the Universal Declaration of Human Rights. The common elements between the above Declarations and the new rights.
6. Theoretical approaches to human rights and analysis of historical examples of their refusal (Nazism, fascism, totalitarian regimes).
7. Human rights and democracy.
8. The evolution of human rights in the 20th century through the influence of socialism (welfare state) and as demands in the conditions of present democracy (women, immigrants, minorities).
9. Analysis of the relationship between human rights and education from the point of view of the social changes needed to promote them (change of prejudices and attitudes, creation of a human rights culture).

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, face to face learning, open and critical discussion on the subjects, individual works</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of PowerPoint in teaching. The lectures content of the course for each chapter are uploaded on the internet, in the form of a series of ppt files, where from the students can freely download them using a password which is provided to them at the beginning of the course.</p> <p>View movie and individual work with annotation.</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (3 conduct hours per week x 13 weeks)</p>	<p>39</p>
	<p>Individual works - Progress Test</p>	<p>12</p>
	<p>Educational visits organized by the students</p>	<p>6</p>
	<p>Movie view, presentation - works commentary - discussion</p>	<p>8</p>
	<p>Hours for private study of the student and preparation of home-works</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are</i></p>	<p><i>Language of evaluation: Greek</i></p> <p>Three alternatives of evaluation are offered:</p> <p>I. Written final exam with development questions (100%).</p> <p>II. Written final exam (50%) plus individual work (50%). It is a prerequisite for the student or student to have a graduate degree in the written final examination.</p> <p>III. Student file: two progress tests (80%), five individual works (20%). Some works are presented voluntarily by the</p>	

<p><i>given, and if and where they are accessible to students.</i></p>	<p>students and are considered for their evaluation.</p> <p>The attendance and active participation of students in the course is considered.</p> <p>The evaluation criteria and alternatives are announced in the e-class.</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none"> 1. <i>Micheline R. Ishay. (2008). History of Human Rights (in Greek). Athens: Savvalas.</i> 2. <i>Stathis Balias (2004). Human Rights in the age of democracy (in Greek). Athens: Papazisis.</i> 3. <i>Donnelly, J. (2013). Universal Human Rights. Ithaca: Cornell University Press.</i> 4. <i>Waldron, F., Ruane, B. (eds). (2010). Human Rights Education. Dublin: Liffey Press.</i> 5. <i>Elbers, F. (ed.) (2000). Human Rights Education Resource book. Cambridge, MA: Human Rights Education Associates.</i> 6. <i>Flowers, N. (2000). The Human Rights Education Handbook. Human Rights Resource Center, University of Minnesota.</i> 7. <i>Notes of lecturers.</i> <p>- Related academic journals:</p> <p><i>Journal of Human Rights Education</i></p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	<i>Undergraduate</i>		
COURSE CODE	ESC_505	SEMESTER	3 rd
COURSE TITLE	LANGUAGE TEACHING I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures and Assignments (+ Laboratory work)		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Basic (Compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1419/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ^ Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area ^ Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B ^ Guidelines for writing Learning Outcomes 								
<p>Basic concepts of educational linguistics aiming at language teaching in first school are examined in this course. The course scaffolds students' scientific maturity, in order to be able to develop language-based school activities in a creative and critical way.</p> <p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Reject urban myths about language; • Operate with fundamental linguistic concepts (system, use, standard language, linguistic competence, communicative competence etc.); • Grasp different linguistic theories and their educational outcomes; • Know children linguistic abilities and/or acquisition during pre-school age; • Handle latest approaches of L1 teaching and theories and practice of literacy; • Apply above mentioned issues to kindergarten literacy practices. 								
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>							
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>							
<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- Searching, analysis and synthesis of facts and information
- Production of new research ideas
- Promotion of free, creative and inductive thinking
- Exercise of criticism and self-criticism
- Respect to the diversity and the multiculturalism
- Autonomous (Independent) work
- Group work (Discussion, etc.)

(3) SYLLABUS (CONTENT)

<p>The course includes the following modules/units:</p> <ul style="list-style-type: none"> • Introduction: The necessity of educational linguistics • The most important linguistic streams: Saussure (langue/parole distinction, levels of analysis), Chomsky (competence/performance, innateness, language acquisition), • Sociolinguistics and pragmatics, Hallidayan linguistics (social semiotics, linguistic development). • Language teaching approaches. • Literacy pedagogy: Written and spoken language – Natural and school literacy • Literacy as social practice: Family/natural, school, emergent literacy. Different socio-cultural conceptions of literacy. • Literacy and systematic knowledge. Educational/uncommon sense. • Genre in kindergarten - Multimodality • Workshops

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	<ul style="list-style-type: none"> • Face to face • Lectures • Group discussion • Audiovisual material 												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 												
TEACHING ORGANIZATION <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i> <i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i>	<table border="1"> <thead> <tr> <th><i>Δραστηριότητα</i></th> <th><i>Φόρτος Εργασίας Εξαμήνου</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (13 weeks out of 13 x 3 hours)</td> <td>39</td> </tr> <tr> <td>Assignments and Laboratory work (optional) (6 weeks out of 13 x 3 hours)</td> <td>9</td> </tr> <tr> <td>Final Work File Composition</td> <td>21</td> </tr> <tr> <td>Independent (private) student's study</td> <td>53</td> </tr> <tr> <td>Total Course</td> <td>125</td> </tr> </tbody> </table>	<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>	Lectures (13 weeks out of 13 x 3 hours)	39	Assignments and Laboratory work (optional) (6 weeks out of 13 x 3 hours)	9	Final Work File Composition	21	Independent (private) student's study	53	Total Course	125
<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>												
Lectures (13 weeks out of 13 x 3 hours)	39												
Assignments and Laboratory work (optional) (6 weeks out of 13 x 3 hours)	9												
Final Work File Composition	21												
Independent (private) student's study	53												
Total Course	125												

STUDENT ASSESSEMENT	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Formative assessment (written) after completion of each thematic module (10%) • Assessment of laboratory activities (45%) • Final (written) examination to assess critical competence: multiple choice, True/False questions, short answers (45%) <p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications).

(5) RECOMMENDED LITERATURE

- Chomsky, N. (1988). *Language and Problems of knowledge. The Managua Lectures*. Cambridge: MIT Press.
- Halliday, M.A.K. (1975). *Learning How to Mean: Explorations in the development of language*. London: Edward Arnold.
- Halliday, M.A.K., (1978). *Language as social semiotics*. London/N.Y: Arnold.
- Halliday, M.A.K. & Martin, J.R (2004). *Η γλώσσα της επιστήμης*. Αθήνα: Μεταίχμιο.
- Knapp, P. & Watkins, M. (2005). *Genre, text and grammar*. Sydney: University of New South Wales.
- Martin, J. R. & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undgraduate</i>		
COURSE CODE	ESC_520	SEMESTER	3
COURSE TITLE	EDUCATIONAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, seminars		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory, General knowledge		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1561/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

The course introduces students to theoretical and practical issues related to the topics of applied psychology in education.

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

- Describe the main concepts and theories of psychology and their implementation in school context (preschool and primary education)
- Recognize the contribution of educational psychology to the curricula
- Be familiar with the prominent learning theories and their implementation in schools
- Recognize and implement appropriate skills for classroom management
- Recognize students' difficulties and use of management techniques for student's behavior
- Work both individually and in teams for the design of classroom intervention programs in order to promote students' and emotional skills
- Design teaching activities to motivate, teach and assess students' learning
- Learn reflective, and self-assessment techniques for teachers' professional development
- Design and critically implement programs and techniques promoting cooperation between school family and other agencies.
-

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of case studies and examples of teaching practice
- Adapting to new situations
- Decision making
- Working independently
- Team work
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The theoretical lesson includes the following modules:</p> <ol style="list-style-type: none"> 1. Research methods in educational psychology 2. Learning theories 3. Classroom management 4. Motivation in education 5. Students with emotional and behavioural difficulties 6. Multiculturalism in education 7. Learning and teaching styles 8. Effective teaching and learning 9. Stress in teachers 10. Cooperation between schools and family 11. Assessment methods 12. Curriculum design and implementation
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class, face-to-face (lectures),	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the course through the e-class electronic platform of the University of Patras	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (13 out of 13 lessons X 3 hours)	39
	Composition of group project final dossier	20
	Application in class	20
	Independent Study	20
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to</i>	I. Written final examination II. Optional assignments	

(5) ATTACHED BIBLIOGRAPHY*- Suggested bibliography:*

1. Bigge, M. (2000). Θεωρίες Μάθησης για εκπαιδευτικούς. Αθήνα: Πατάκη
 2. Γεωργίου, Σ. (2000). Σχέση σχολείου–οικογένειας και ανάπτυξη του παιδιού.
Αθήνα: Ελληνικά Γράμματα
 3. Foulin, J.N., Mouchon, S. (2002). Εκπαιδευτική Ψυχολογία. Μτφ. Φανιουδάκη. Αθήνα: Μεταίχμιο.
 4. Κωσταρίδου-Ευκείδη, Α. (1999). Ψυχολογία κινήτρων. Αθήνα: Ελληνικά Γράμματα
 5. Lefrancois, G.R. (2004). Ψυχολογία της διδασκαλίας. Μτφ. Ι. Αποστολή. Επιμ. Μτφ. Α. Ραφτόπουλος. Αθήνα: Έλλην.
 6. Μασσαγγούρας, Η. (2003). Σχολική τάξη. Αθήνα: Γρηγόρης
 7. Πόρποδας, Κ. (2003). Η Μάθηση και οι δυσκολίες της (γνωστική προσέγγιση). Πάτρα.
 8. Slavin, R. (2006). Εκπαιδευτική ψυχολογία. Θεωρία και Πράξη. Μτφ. Ε. Εκκεκάκη, επισημ. Επιμ. Κ.Κόκκινος. Αθήνα: Μεταίχμιο.
 9. 1. Κολιάδης, Ε. (2010). Συμπεριφορά στο σχολείο. Αξιοποιούμε δυνατότητες, αντιμετωπίζουμε προβλήματα. Αθήνα: Γρηγόρη.
 10. Κάκουρος, Ε. & Μανιαδάκη, Κ. (2004). Ψυχοπαθολογία παιδιών και εφήβων. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.
 11. Κουρκούτας, Η. & Chartier, J.P. (2008). Παιδιά και έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές. Αθήνα: Τόπος.
 12. Καλατζή-Αζίζι και Ζαφειροπούλου, Μ. (2011). Προσαρμογή στο σχολείο. Πρόληψη και αντιμετώπιση δυσκολιών. Αθήνα: Πεδίο.
 13. Woolfolk, A. (2004). Educational Psychology. N.York: Pearson.
- Elliot et al, (2008). Εκπαιδευτική Ψυχολογία. Αθήνα: Gutenberg

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_270	SEMESTER	3rd
COURSE TITLE	EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & implementation exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1485/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the

students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In this course the students approach specialized issues related to their familiarization with kindergarten's learning environment and observation in kindergarten's classes through a. theoretical lectures and seminars, b. workshops and implementation in the kindergarten classes. More specifically, students get familiarized with space organization and educational processes in kindergarten, define basic characteristics of the National Curriculum, develop an understanding of the process of observation and documentation of young children's activities as well as conduction of a short interview with young children. At the same time, they apply the process of observation and documentation in kindergarten classes and participate in daily activities of the class providing help to the teacher's program. Finally, the importance of reflection to understand the framework of each classroom's operation is highlighted through the relation between records from the class and theoretical perspectives on teaching and learning.

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

- Identify different routines and rules applied in the classroom and distinguish free/child-initiated from organized/teacher-initiated activities that take place in everyday conditions of a kindergarten class.
- Describe principal axes of observation and define the factors that affect kindergarten's learning environment.
- Select and integrate in their observations the kind of data that will enable them to realize important aspects of the visiting class' framework.
- Organize the implementation of their observation in the class and obtain an exploratory approach to the learning process.
- Interpret the data they collected from the class according to theoretical perspectives and make connections to the learning areas of the National Curriculum.
- Assess examples of observation records and suggest ways of improving the quality of the data that are presented.
- Compare examples of educational activities and be concerned about the criteria of their effective implementation in class.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

<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 • Decision-making • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Criticism and self-criticism • Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Familiarization with kindergarten’s learning environment. Space organization and everyday practice in kindergarten (rules, routines, learning corners). • Basic elements of the Greek National Curriculum for Early Years Education (basic assumptions, learning areas, methods and procedures). • Observation and documentation in Kindergarten: importance, advantages and disadvantages. • Systematic observation and short interviews as teachers’ valuable tools. • Field experience-practicum: observation of children’s free activities (journal, anecdotal records, worksheets) and participation in daily activities of the class providing help to the teacher’s program. • The importance of reflection for the teacher, relation between records from the class and theoretical perspectives on teaching and learning. The relevance of the framework of the class to educational procedure. • Preparation for the design of educational activities and daily schedules.

2nd YEAR – 3rd SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_322	SEMESTER	3 rd
COURSE TITLE	LIFELONG LEARNING AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (elective)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (reading course based on bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1457/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course focuses on the contemporary dialogue for lifelong learning, highlighting the concerns for the development of institutions of formal, non-formal and informal education. Particular emphasis is placed on processes and preconditions for the formation of educational continuum, as well as on the interconnection of various forms and types of education. In the course, there are also examined the characteristics of adult learners, the prerequisites for their effective learning and the most representative theoretical approaches for adult learning.

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

- Describe the conceptual framework of educational continuum
- Recognize the difference between lifelong learning and lifelong education
- Classify preschool education in the framework of lifelong learning
- Analyze the key elements of lifelong learning policies
- Determine the characteristics of adult learners
- Describe the basic principles of the adult learning theories.
- Apply pro rata the approaches and techniques of adult education in other educational settings

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information Adapting to new situations
- Workingindependently
- Teamwork
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking
- Adaptingtonewsituations

(3) SYLLABUS

The course includes the following modules:

- Coombs & Ahmed typology of educational activities
- The concept of the educational continuum
- Conceptual approaches to lifelong learning and lifelong education
- Policies of lifelong learning at national, European and international level
- Adult Education: definition and position in the framework of lifelong learning
- Characteristics of adult learners and prerequisites for their effective learning
- Role and characteristics of the educator of adults
- The roots of the conceptual constitution of adult education
- Critical Pedagogy and its relation to Adult Education
- Transformative Learning

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face, lectures and team assignments	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint, Prezi)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	26
	Self-study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral</i>	<p>III. Written examination at the end of the semester including multiple choice and open-ended questions (60%)</p> <p>IV. Public presentation of assignments (40%)</p>	

<p><i>examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Kokkos, A. (2005). <i>Adult Education: tracing the field</i>. Athens: Metaihmio. [in Greek]</p> <p>Kokkos, A. (2017). <i>Education and emancipation: transforming stereotypes in school and adult education</i>. Athens: Hellenic Adult Education Association. [in Greek]</p> <p>Jarvis, P. (2004). <i>Adult and Continuing Education, theory and practice</i>. Αθήνα: Μεταίχμιο. [in Greek]</p> <p>Karalis, T. (2010). <i>Lifelong Learning and Lifelong Education: lectures notes</i>. Patras: University of Patras.</p> <p>Karalis, T. (2012). <i>Participatory Educational Techniques: lectures notes</i>. Patras: University of Patras.</p> <p>Karalis, T. (2013). <i>Motives and barriers to participation of adults in lifelong education</i>. Athens: INE GSEE & IME GSEVEE. [in Greek]</p> <p>Mezirow, J. & associates. (2007). <i>Transformative Learning</i>. Athens: Metaihmio. [in Greek]</p> <p>Papastamatis, A., Valkanos, E., Panitsides, E. A., & Zarifis, G. (eds.) (2011). <i>Lifelong Learning & Adult Educators: theoretical and empirical approaches</i>. Thessaloniki: University of Macedonia Press.</p> <p>- Related academic journals:</p> <p>AdultEducation [“Εκπαίδευση Ενηλίκων”] (http://www.adulteduc.gr/2015-01-24-15-04-00/2015-07-28-15-00-21)</p> <p>International Journal of Lifelong Education (https://www.tandfonline.com/loi/tled20)</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_325	SEMESTER	3 rd
COURSE TITLE	DIDACTICS OF MOVEMENT AND RHYTHM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Exercises and Applications	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge (optional)		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1506/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is an introductory course to the didactics of movement and rhythm in early years in order for the second-year students to be able to organise pedagogical activities that enhance children's rhythmic ability while developing their mobility. More specifically, there are presented the rhythms' elements, their role in the improvement of children's physical and motor skills, and in the development and learning processes in early years, while the students' theoretical knowledge is specialised by using practical applications for the area of kindergarten. Finally, reference is made to the content and methodology of rhythm and movement teaching in early years education.

By the end of this course the student will be able to:

- Get to know the fundamental elements of rhythm and movement education through active and experiential learning.
- Comprehend the pedagogical significance of movement education by investigating its characteristics and the dynamics developed in conjunction with rhythm.
- Combine rhythm and movement into pedagogical activities.
- Apply new skills regarding the empirical teaching of the above concepts in early childhood, through actively participating in the course in listening, movement, expressive and creative activities.
- Design rhythm and movement activities that meet specific educational goals and take into account the potential and growth rate of each child.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- **Search for, analysis and synthesis of data and information**
- **Decision making**
- **Working independently**
- **Team work**

- Project planning and management of pedagogical programmes/projects
- Production of free, creative and inductive thinking

(3) SYLLABUS

The following themes are examined:

- Rhythm elements (time, space, intensity, form)
- Rhythmic notions (rhythmic values, motives) and movement
- Rhythmic elements in speech and their relation to movement
- Traditional Greek rhythms and dances
- Rhythm and movement phenomena
- The functions of movement
- Body growth and motor development in early years
- Rhythm and movement education objectives
- Development and improvement of children's physical, motor and rhythmic abilities
- The role of movement in developmental and learning processes in early years
- Content and methodology of rhythm and movement teaching in early years education
- Combination of motor and rhythmic patterns in individual and group level
- Evaluation of motor abilities development

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face (theory is enriched by images, video presentations, networking, individual and group exercises, examples, musical instruments, self-assessment exercises)</p>									
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of e-class (the e-learning platform of the University of Patras) • Use of PowerPoint • Use of audiovisual (video, music clips, sound) and other visual classroom material • Links to external websites 									
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Case studies in small groups</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Exercises and applications of the methodology</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Case studies in small groups	10	Exercises and applications of the methodology	30	
<i>Activity</i>	<i>Semester workload</i>									
Lectures	30									
Case studies in small groups	10									
Exercises and applications of the methodology	30									

<i>activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Group artistic creation	5
	Hours for private study of the student	50
	Course total	125 hours
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (70%) comprising:</p> <ul style="list-style-type: none"> - short growth questions - multiple choice questions - designing pedagogical activities - case study analysis <p>II. Participation in group exercises, applications, case studies and artistic creation (30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Edwards, L.C., Bayless, K.M., Ramsey, M.E. (2010). Music and Movement. Thessaloniki: University Studio Press. [in Greek]

Kefalou-Chors, E. (2001). Rhythmic. Rhythmic time. System and method of teaching. Athens: Orpheus. [in Greek]

Kynigou-Flamboura, M. (1993). Rhythm - Rhythmic. Elements - features - chapters. Athens: Philippos Nakas. [in Greek]

Martin, K., Ellermann, U. (2001). Multiple rhythmic education. Musical kinetic approach to motor skills. Thessaloniki: Salto. [in Greek]

Pavlidou, E. (2012). Motor and Rhythmic Education in Preschool Education. Thessaloniki: Zygos - Ioannis Markou and Son O.E. [in Greek]

Zachopoulou, E. (2007). Physical education at the beginning of the 21st century: Preschool age. Thessaloniki: Christodoulides. [in Greek]

- Related academic journals:

Journal of Research in Dance Education

Physical Education – Sports - Health [in Greek]

Research in Music Education

Research Studies in Music Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_245	SEMESTER	3 th
COURSE TITLE	TEACHING ART		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
workshops		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
PREREQUISITE COURSES:	ART IN EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/PN1439/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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<ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of this course the students are expected to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the processes that take place in the artistic field. • Demonstrate an understanding of the prerequisites and limitations that should be respected in the artistic process of planning, implementing and assessing 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • Working independently • Production of new research ideas • Respect for difference and multiculturalism • Criticism and self-criticism • Production of free, creative and inductive thinking 																			

(3) SYLLABUS

<p>The following topics are examined:</p> <ul style="list-style-type: none"> • Processes in artistic practice. • The expressive means. • General requirements for the planning of artistic activities. • Development of the children’s ability in relation to their age. • Approaches in the teaching of arts.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, workshops)</p>
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Power Point</p> <p>Use of e-class (the e-learning platform of the University of Patras).</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Study and analysis of bibliography</p>	<p>26</p>
	<p>Students' private study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written examination (50%):</p> <p>II. Workshop (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Αρντουέν, Ι., 2000, Η καλλιτεχνική αγωγή στο σχολείο, Αθήνα, Νεφέλη.</p> <p>Βάος, Α., 2008, Ζητήματα διδακτικής των εικαστικών τεχνών. Το καλλιτεχνικό εγχείρημα ως διδακτική πράξη, Αθήνα, Εκδόσεις Τόπος.</p> <p>Γκαγιώ, Μπ.- Α, 2002, Πλαστικές Τέχνες. Στοιχεία μιας διδακτικής – κριτικής, Αθήνα, Νεφέλη.</p> <p>Charman, L., 1993, Διδακτική της τέχνης- Προσεγγίσεις στην καλλιτεχνική αγωγή, Αθήνα, Νεφέλη</p> <p>Ρόμπινσον, Κ., 1999, Οι τέχνες στα σχολεία, αρχές, πρακτικές, προβλέψεις, Αθήνα, Καστανιώτης.-</p> <p>Related academic journals:</p> <p><i>The Journal of Aesthetic Education</i></p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_645	SEMESTER	3 th
COURSE TITLE	AN INTRODUCTION TO THE MATHEMATICAL SCIENCES AND THE ELEMENTARY MATHEMATICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, and homeworks		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge and general background		
PREREQUISITE COURSES:	Typically, there are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1432/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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• *Guidelines for writing Learning Outcomes*

The lesson is an introductory presentation of the mathematical concepts being taught in the first grades and about the evolution of elementary mathematical concepts historically until today.

By teaching this lesson, the student will be able:

- Be aware of the development of mathematics in various ancient cultures
- Be aware of the mathematical practices had developed within these cultures
- Be aware of the evolution of elementary mathematical concepts
- Be aware of the principles of number systems
- Be aware of the transforming from one number system to another

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

By the end of this course the student will, furthermore, have developed the following skills:

- **Search, analyze, and synthesize data and information**
- **Develop autonomous work capacity**
- **To develop criticism and self-criticism**
- **Team work**
- **Working in an interdisciplinary environment**
- **Promote creative, inductive and deductive thinking**

(3) SYLLABUS

The course includes the following sections:

- **Historical evolution of the science of mathematics from the mathematics period of the ancient Greeks to the present day.**

<ul style="list-style-type: none"> • Numeral systems, • Development of geometric thinking, • The deductive way of constructing Euclidean geometry, • The mathematics of Hellenistic period, • Elements of the set theory, • Basic concepts of the probabilities

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, seminars and work face to face and work in groups	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) and e-class platform in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 11 weeks)	39
	Preparation of work in groups (6 conduct hours x 2 works)	12
	Preparation for the presentation of the work in power point	8
	The composition of the final work folder	10
	Hours for private study of the student and preparation of home-works (3 per semester),	56
	Course total	125 hours (total student work-load)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Language of evaluation: Greek Methods of evaluation: <ul style="list-style-type: none"> - Written examination after the end of the semester which includes short-answer questions and problem-solving (60%) - Presentation of group work (40%) 	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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(5) ATTACHED BIBLIOGRAPHY

- | |
|--|
| <ol style="list-style-type: none">1. Boyer, C, & Merzbach, U. (1997). <i>A History of Mathematics</i>. Pnevmatikos, Athens (in Greek).2. Bunt, L., Jones, P., & Bedient, J. (1981). <i>The Historical Roots of Elementary Mathematics</i>. Pnevmatikos, Athens (in Greek).3. Fower, D. (1987). <i>The Mathematics of Plato's Academy</i>. Clarendon Press, Oxford.4. 5. Kline, M. <i>Mathematics in Western Culture</i> (in Greek).6. Szabo, A. (1973). <i>The beginnings of Greek mathematics</i>. T.E.E., Athens (in Greek). |
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_275	SEMESTER	3rd
COURSE TITLE	INTRODUCTION TO SOCIOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory activities, Practice in Kindergarten Schools	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of science/Skill development/Optional.		
PREREQUISITE COURSES:	Successful attendance on the optional course INTRODUCTION TO SOCIOLOGY I.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No.		

COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42275 ; http://eclass.upatras.gr/courses/PN1475/
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(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The aim of this course is to delve more deeply into theoretical issues concerning sociological knowledge and the practical issues that are related to the comprehension of important views and institutions of contemporary sociological reality. These issues are approached and analysed within the framework of the contemporary conditions created by globalisation. The objective of these approaches is to aid the students' understanding of the contemporary social developments and dynamics that affect the shaping of the educational reality which they will need to approach through research as social scientists and handle professionally as future Kindergarten teachers. In addition a link is attempted between the syllabus of the course "Introduction to Sociology II" and the Teaching Practice which is undertaken in Kindergarten schools around Patras. In this way it is hoped that the students will make practical and specific use of the sociological knowledge that they are taught, in the working environment of kindergarten education.</p> <p>On successful completion of the course, the students that have attended it systematically will be able:</p> <ul style="list-style-type: none"> • To describe, analyse and interpret the sociological issues and questions that will be approached during the course. What's more, to explain the way in which education is connected to and influenced by them. • To describe and interpret the development of sociological phenomenon based on the conditions that are being shaped during the 21st century. • To present and explain the upcoming changes in social and educational reality (such as for example changes in in the cultural framework, the family, the environment, the population) which inevitably affect the profession of the kindergarten teacher. • To select the appropriate bibliographical sources using the possibilities offered by ICT for the study and analysis of a specific sociological question. • To plan and construct a bibliographical type scientific study in which scientific standards for writing (such as the setting out and composition of arguments, the use of in-text citations and references, in accordance with the APA system, and so on) are applied. • To present, to analyze, and to support before an audience of their peers, their opinions and findings on specific issues that they will have approached after systematic study of suitable bibliographical sources. • To describe and explain the demands linked to carrying out the role of kindergarten teacher in

Greece.

- To explain through the location and presentation of suitable examples, which will be drawn from the daily life of state kindergarten schools, the implementation of attitudes or choices from the various theories of socialization.
- To describe and explain the means of operation of the contemporary Greek kindergarten school as a “formal organization” belonging to the Ministry of Education and operating under its supervision.
- To describe and explain, using Foucault’s theory, the way the spaces of the kindergarten school are shaped.
- To present and explain the means of “observing” as much the infants within the framework of the kindergarten school, as well as the teachers who are appointed to the Greek state as kindergarten teachers.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- Bibliographical pursuit, analysis and collation of information with the use of ICT, for the development of the skills required for the composition of a scientific text.
- Independent work and the promotion of creative and inductive thought for the critical elaboration of laboratory type activities.
- Respect for diversity and multiculturalism, which emerges as a learning outcome from the teaching of the particular cognitive object in which human societies are presented as being in a constant process of small or greater changes. This fact is linked to the necessity of adapting to the conditions that are being shaped in the Greek and international social environment.
- The exercise of critical thought for the development of a sociological outlook that will be linked to the development of the ability to write a scientifically systematic paper.
- The exercise of critical thought for the application of taught knowledge to the kindergarten schools in which the students will do their Teaching Practice.
- Promotion of students’ self-motivation and free creative thought for the presentation, analysis and support before their fellow students of the results from the preparation of a systematic bibliographical project.

(3) SYLLABUS

- Culture, society and the individual.
- Socialization and theories of child development.
- Application of socialization theories in the pedagogical approach to pre-school pupils.
- Social change and globalization.
- Population and education.
- Education and environment. Global change and ecological crisis.
- Family, marriage, personal life and education.
- Sociology of the body, health and education (socialization of nature, technology and the body, the medicalization of society).
- Social structure, social positions and roles. The role of the kindergarten teacher.
- Social groups and official organizations.
- The institution of the Greek kindergarten school as an official organization and the regulations that determine its organization and operation.
- Laboratory for the writing of sociological scientific papers using the APA system.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face lectures, Teaching Practice in kindergarten schools and laboratory type activities that are related to the approach to and analysis of social reality.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICTs (power points) in teaching, utilization of audio-visual means for the presentation of empirical examples, use of the electronic platform e-class to the support the learning process.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 8 weeks).	24
	Seminars - Presentation and discussion of practical sociological issues (3 conduct hours per week x 2 weeks).	6
	Laboratory for the writing of sociological scientific papers and presentations of the students' work (3 conduct hours per week x 3 weeks).	9

	Individual student work for the writing of answers to laboratory type exercises after each lesson (home-works).	20
	Independent study and analysis of the bibliography by the students.	24
	Writing of papers.	20
	Teaching Practice in kindergarten schools.	22
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		<ul style="list-style-type: none"> • Evaluation of the students' answers to laboratory activities, which will be carried out during the term (30% of the total mark). • Evaluation of the preparation and presentation of a bibliographical type written paper which is systematic from a scientific point of view (40% of the total mark). • Teaching Practice activities in kindergarten schools (30% of the total mark).

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Hughes, M., & Kroehler, C.J. (2014). <i>Sociology. The Core. New Revised Edition</i>. Athens: Kritiki Editions. • Giddens, A. (2009). <i>Sociology</i>. Athens: Gutenberg. • Nova – Kaltsouni, Ch. (2007). <i>Socialization. The birth of the social subject</i>. Athens: Gutenberg. • Daskalakis, D. (2014). <i>Introduction to the Contemporary Sociology</i>. Athens: Papazisis. • Tsaousis, D.G. (2005). <i>Our society. Organization. Function. Dynamics</i>. Athens: Gutenberg. • Goodman, N. (1996). <i>Introduction to Sociology</i>. Athens: Korfi Editions. • Ritsert, J. (1996). <i>Ways of thinking and basic concepts of Sociology</i>. Athens: Kritiki. • A folder on e-class with the laws and circulars from the Ministry of Education that determine, on the one hand, the duties and role of the pre-school teacher, and, on the other, the means of organization and operation of the contemporary Greek kindergarten school.

- Related academic journals:

- **American Sociological Review**
- **British Journal of Sociology**
- **Contemporary Sociology**
- **Current Sociology**
- **Demography**
- **Journal of Family Issues**
- **Journal of Health and Social Behavior**
- **Journal of Sociology**
- **Migration Letters**
- **Mobilization**
- **Qualitative Sociology**
- **Rural sociology**
- **Social Problems**
- **Society**
- **Sociological Perspectives**
- **Social Research**
- **Sociological Research Online**
- **Symbolic Interaction**
- **The Sociological Quarterly**
- **The Sociological Review**
- **Work and Occupations**
- **Youth & Society**

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESC_335	SEMESTER OF STUDIES	3 rd
COURSE TITLE	BILINGUAL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures and Assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge, Skills development (Optional)		
PREREQUISITE COURSES:	No prerequisites		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1486/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A ~ Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area ~ Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B ~ Guidelines for writing Learning Outcomes</p>
<p>The aim of the course is to provide a panoramic view of issues concerning bilingualism and bilingual education, aiming to help students to be aware both of the social bilingualism and the more appropriate ways to educate minorities. The course is taught in Greek; international students may be tutored in Italian or in English.</p> <p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Understand the historical and cultural «nature» of bilingualism/multilingualism. • Articulate the distinctions of bilingual states (bilingualism/diglossia, additive/subtractive bilingualism etc.) • Define bilingual competence (testing). • Identify historical and social advancement of bilingualism. • Recognise linguistic minorities. • Evaluate educational policies regarding bilingualism and models and types of bilingual education. • Apply issues of bilingual literacy (similarities with monolingual education). • Adopt the antiracist/non-discriminatory character of bilingual education.
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
<ul style="list-style-type: none"> • Searching, analysis and synthesis of facts and information • Production of new research ideas • Promotion of free, creative and inductive thinking • Exercise of criticism • Respect to the diversity and the multiculturalism • Autonomous (Independent) work (Preparation of individual assignments) • Group work (Discussion, etc.) 	

(3) SYLLABUS (CONTENT)

<p>The course includes the following modules/units:</p> <ul style="list-style-type: none"> • Bilingualism/multilingualism as «natural» and diachronical phenomenon. • Bilingualism and diglossia. • Definitions of bilingualism and bilingual competences. • Education policies and practices of bilingual teaching and learning. • Bilingualism and educational outcomes. • Bilingual literacy. • Models and types of bilingual education. • Bilingual education as antiracist awareness and practice.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc</i>	<ul style="list-style-type: none"> • Face to face • Lectures • Group discussion • Employment of audiovisual material 	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 	
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i> <i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου
	Lectures (11 weeks out of 13 x 3 hours)	39
	Final Work File Composition	21
	Independent (private) student's study	65
	Total of Course	125
STUDENT ASSESSEMENT <i>Description of the evaluation procedure</i>	<ul style="list-style-type: none"> • Formative assessment (10%) • Final (written) examination with Development Questions (90%) 	

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Literary research <p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications).
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(5) RECOMMENDED LITERATURE

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| <ul style="list-style-type: none"> • Baker, C. (2001). Εισαγωγή στη διγλωσσία και τη δίγλωσση εκπαίδευση. Αθήνα: Gutenberg. • Cummins, J. (2005). Ταυτότητες υπό διαπραγμάτευση. Αθήνα: Gutenberg. • Σκούρτου, Ε. (2011). Η διγλωσσία στο σχολείο. Αθήνα: Gutenberg |
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_610	SEMESTER	3rd
COURSE TITLE	LITERATURE FOR CHILDREN II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science (Optional)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1517/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 															
<p>The course is an introduction to the concepts and key issues of the History of Literature for Children as well as to the historical evolution of Greek and European Literature for Children and Adolescents.</p> <p>By the end of the course students:</p> <ul style="list-style-type: none"> • (they) will have comprehended and will distinguish the modern basic significances of Children's Literature History, • (they) will have been informed about the historical development of Greek, Cypriot and of the wider European Literature for Children, • (they) will have comprehended the transition from Literature for adults to Literature for Children, • (they) will have come in contact with the modern and the older literary production (authors, tendencies-representative works, aesthetic traits, themes) for non-adult readers, while the will be able to understand the historical and the social context of that production, • (they) will recognize the adaptations and transformations of the literary texts (mainly those of 19th century) for children, • (they) will be able to seek the interconnections of Greek Literature for Children with the European literary production and to extend their philological knowledge, <p>(they) will be able to deepen in historical perspectives of Literature for Children and to develop them more effectively in the class.</p>															
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>														
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>														
<i>Decision-making</i>	<i>Respect for the natural environment</i>														
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Team work</i>	<i>Criticism and self-criticism</i>														
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>														
<i>Working in an interdisciplinary environment</i>	<i>.....</i>														

<i>Production of new research ideas</i>	<i>Others...</i>
.....	
<ul style="list-style-type: none"> • Searching, analysis and synthesis of facts and information • Production of new research ideas • Promotion of free, creative and inductive thinking • Exercise of criticism • Respect to the diversity and the multiculturalism • Autonomous (Independent) work (Preparation of individual assignments) <p>Groupwork (Discussion, etc.)</p>	

(3) SYLLABUS

<p>The course includes the following modules/units:</p> <ul style="list-style-type: none"> • Introduction to the History of Literature for Children (basic significances and distinctions). • Concise historical diagram of Greek Literature for Children (basic landmarks, main representatives). • Literary texts for children in the Antiquity, in the Middle Ages, in the Modern era- The evolutional process of literary texts for children (Poetry, Short story, Novel). • From Literature for adults to the Literature for Children. • Adaptations and transformations of the literary texts for children-The Greek experience of 19th century. • Historical and social frame of creation of Modern Greek Literature for Children (19th-20th century-main traits and themes). • Analytical presentation of longstanding Greek authors and representative works [L. Melas (Gerostathis), D. Vjkelas (Loukislaras), P. Delta, Gr. Xenopoylos, A. Metaxa, E.Tantalidis, G.Vizyinos , A. Pallis, Z. Papantoniou, et al] – Journals for children. • Modern literary production for children (tendencies-representative works, aesthetic traits, issues) - Main representatives authors (A. Zei, Z. Sari, A. Varella, M. Kontoleon, L. Petrovits-Androutsopoulou, et al). • Cypriot Literature for Children (periods, representative authors-representative works). <p>Literature for Children in Europe (England-France).</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face to face • Lectures • Group discussion • Employment of audiovisual material
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education,</i></p>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint)

<i>communication with students</i>	• Use of internet (searching for relevant links, websites, etc.)	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures (11 weeks out of 13 x 3 hours)	33
	Assignments (2 weeks out of 13 x 3 hours)	6
	Final Work File Composition	26
	Independent (private) student's study	60
Total of Course	125	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Presentation (oral and written) of works (20%) • Final (written) examination with Development Questions (80%) <p style="text-align: center;">Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications). 	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Anagnostopoulos, Vassilis D. (¹²1999). <i>Tasseis kai Exelixeis tis Paidikis Logotechnias sti Dekaeitia 1970-1980 [Trends and Developments in Children's Literature in the Decade 1970-1980]</i>. Athens: Oi Ekdoseis ton Filon. (in Greek) • Delopoulos, Kyriakos (1995). <i>Paidika kai Neanika Vivliatou 19^{ou} Aiona [Children's and Young's Books of the 19th Century]</i>. Athens: E.L.I.A. (in Greek) • Giakos, Dimitris (¹⁰1993). <i>Istoria tis Ellinikis Paidikis Logotechnias: Apo ton 19^o Aionaeos Simera [History of Greek Children's Literature: From the 19th Century until the Present]</i>. Athens: Papadimas. (in Greek) • Hunt, Peter (ed.) (1995). <i>Children's Literature: An Illustrated History</i>. Oxford: Oxford University Press. • Sakellariou, Haris (¹⁰2009). <i>Istoria tis Paidikis Logotechnias, Elliniki kai Pagosmia: Apo tin Archaiothtaos tis Meres mas, me Stoicheia Theorias [History of Children's Literature. Greek and Worldwide: From Antiquity to Our Days, with Elements of Theory]</i>. Athens: Noessis. (in Greek)

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_455	SEMESTER	3 rd
COURSE TITLE	RESEARCH METHODS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge (optional course)		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	NO		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The examination of the classical research method, where a hypothesis is being tested so as to verify if it is valid or not, will constitute the corpus of this course.

After the completion of the course the student will:

Have been acquainted with the scientific way of thinking

Be acquainted with the way of examining an issue scientifically

Know the importance of asking the correct research questions

Be able to distinguish a scientifically valid study

Be able to plan a simple scientific research

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Working independently

Project planning and management

Production of free, creative and inductive thinking

(3) SYLLABUS

The various stages of the above mentioned research method and will explained. Students will be asked to prepare a hypothetical research plan using this method.

Stages: Choosing a research subject

Research question

Hypothesis

<p>Operational definition of terms</p> <p>Research planning</p> <p>Collection of data</p> <p>Analysis of data</p> <p>Conclusions</p> <p>Publication of results</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, lecture, dialogue, discussion of the progress of the research project each student of the course is working on</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Powerpoint and internet</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (13 lessons x 3 hours)</p>	<p>36</p>
	<p>Individual work</p>	<p>29</p>
	<p>Individual weekly work (10 weeks x 4 hours)</p>	<p>40</p>
	<p>Writing up of one's individual research project so as to submit it at the end of the term for evaluation</p>	<p>20</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p>	<p>Submitting an essay at the end of the term in which a hypothetical research plan is described</p>	

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Babbie, E. (2008). <i>Introduction to Social Research</i>. Belmont CA: Wadsworth, Cengage Learning.</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_375	SEMESTER	3rd
COURSE TITLE	MODERN APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3 (lect.)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PN1406/

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 			
<p>Having completed this course, students will have developed skills:</p> <ul style="list-style-type: none"> • To organize personal information and school units • To create and effectively present educational material • to design and develop medium sized database systems • to use collaboration software to present and discuss their work 			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> </td> <td style="vertical-align: top; width: 50%;"> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> </td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>		

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*
- *Criticism and self-criticism*
- *Respect for the natural environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The scope of the course is to provide to the student the ability to apply quantitative methods and techniques to explore and analyse various educational topics. The main topics addressed are related to educational assessment (i.e. PISA, academic evaluation), assessment of students' personality characteristics and the relation to their educational outcome, and Learning Analytics. In specific, the goals of the course are:

- (a) To provide the basic facts and results related to the PISA assessment. Towards this end the students will address various data exploration and analysis scenarios using a spreadsheet.
- (b) To encourage students to design and develop medium sized database systems in order to organize personal information, or information related to a school unit.
- (c) To provide the key knowledge about academic evaluation (h-index, papers, citations). The student will explore and analyse data related to academic departments' evaluation.
- (d) to educate students to organize personal information and school units.
- (e) to develop students' ability to design and conduct research based on questionnaires. Questionnaires designed to assess systems' perceived usability and students' personality characteristics will be also discussed.
- (f) to develop students' ability to create and present educational material, to process, manipulate and extract information from a large body of information via database presentation, multimedia and information processing and spreadsheet tools, accordingly.
- (g) To provide to the student the basic knowledge related to the field of Learning Analytics (i.e. scope, methods and tools, indicative case studies). Laboratory curriculum: Thorough application of theoretical concepts and data exploration and analysis scenarios using database applications, spreadsheets, services to design and deliver questionnaires and Learning Analytics applications.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, seminars and laboratory work face to face.
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<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the e-class LMS platform, in the form of a series of ppt files. where from the students can freely download them. Additional web 2.0 services such as Google Drive are also adopted.</p>										
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" data-bbox="598 526 1248 981"> <thead> <tr> <th data-bbox="598 526 920 616"><i>Activity</i></th> <th data-bbox="920 526 1248 616"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="598 616 920 705">Lectures (13x 3) hours)</td> <td data-bbox="920 616 1248 705">39</td> </tr> <tr> <td data-bbox="598 705 920 795">Mini projects</td> <td data-bbox="920 705 1248 795">46</td> </tr> <tr> <td data-bbox="598 795 920 884">Private study</td> <td data-bbox="920 795 1248 884">45</td> </tr> <tr> <td data-bbox="598 884 920 974">Course total</td> <td data-bbox="920 884 1248 974">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (13x 3) hours)	39	Mini projects	46	Private study	45	Course total	125
<i>Activity</i>	<i>Semester workload</i>										
Lectures (13x 3) hours)	39										
Mini projects	46										
Private study	45										
Course total	125										
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Final exam using multiple choice questionnaire (33%) 2. Mini-projects (66%) 										

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Bangor, A., Kortum, P. T., & Miller, J. T. (2008). An empirical evaluation of the system usability scale. *International Journal of Human-Computer Interaction*, 24(6):574–594.
2. Bangor, A., Kortum, P., Miller, J. (2009). Determining What Individual SUS Scores Mean: Adding an Adjective Rating Scale. pp.114-123.
3. Brooke, J. (1996). SUS – A quick and dirty usability scale. In P. W. Jordan, B. Thomas, B. A. Weerdmeester, and I.L. McClelland (Eds.), *Usability evaluation in industry*. Taylor and Francis, London, UK, 189-194.
4. Hirsch, J.E. (2005). An index to quantify an individual's scientific research output. *Proceedings of the National Academy of Sciences, USA*, 102(46), 16569–16572.
5. Noftle, E.E., & Robins, R.W. (2007). Personality predictors of academic outcomes: big five correlates of GPA and SAT scores. *Journal of Personality and Social Psychology* 93(1),116-130.
6. Prague, C., & Irwin, M. (2002). *Access 2002 Bible*, ISBN 0-764-53596-X, Hungry Minds Inc.
7. Tullis, T. S., & Stetson, J. N. (2004, June 7-11). A Comparison of Questionnaires for Assessing Website Usability, *Usability Professionals Association (UPA) 2004 Conference*, Minneapolis, USA.
8. U.S. Department of Education, Office of Educational Technology (2012). *Enhancing Teaching and Learning Through Educational Data Mining and Learning Analytics: An Issue Brief*, Washington, D.C.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_485	SEMESTER	3rd
COURSE TITLE	PHILOSOPHY OF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & group discussions s	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development, general knowledge (optional)		
PREREQUISITE COURSES:	There are no prerequisite courses. A minimum understanding of philosophical issues & terminology can help.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1471/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is an introduction to some of the main problems in philosophy of education. Students will be introduced to the problems of philosophy of education and their relevance to epistemology, politics and ethics. We will discuss the work of Plato, Aristotle, J.J. Rousseau, I. Kant, J. Dewey but also current debates in philosophy of education. Students are encouraged to follow the philosophical debate on the nature, the goals and the limits of education, educational institutions and teaching, and to discuss the arguments posed by

philosophers.

By the end of the course the students will be able to:

- Discuss some of the fundamental problems of philosophy of education
- Understand the relation of philosophy of education with other branches of philosophy (ethics, politics, epistemology), and also with the rest of the educational sciences
- Use different reasoning and argumentation techniques
- Understand and debate basic philosophical theories about educational goals, relationships, practices, etc.
- Reflect on different educational methodologies

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information
- Working independently
- Team work & discussion
- *Decision-making*
- *Working in an international environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The following topics are thoroughly examined:

- Introduction: what is philosophy of education?
- The aims of education
- Teachers & teaching
- The school & the state
- Parents & children's education
- Education & knowledge
- Appendix1: Philosophy for/with children
- Appendix2: self-esteem & education

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras PowerPoint presentations Educational videos

TEACHING METHODS		
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester</i>
	Lectures (3 conduct hours per week x 8 out of 13 weeks)	2
	Group discussions facilitated by the teacher (3 conduct hours per week x 5 out of 13 weeks)	1
	Essay	2
	Hours for private study of the student	6
	Course total	11
STUDENT PERFORMANCE EVALUATION		
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written examination using short answer questions (80%) Essay (20%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Accorinti, S. (2000) "Philosophy for Children", Encyclopaedia of Philosophy of Education: http://www.vusst.hr/encyclopaedia/philosophy_for_children.htm.

Bailey R. (ed) 2010. The Philosophy of Education. Continuum International Press.

Cahn, M. (2009). Philosophy of Education: The Essential Texts. Routledge.

Dewey, J. (2007). Experience and education. Simon and Schuster.

Kant, I. (1991). On pedagogy. I. Kant. Treatises and letters.

Locke, J. (1895). Some thoughts concerning education. University Press.

Noddings, N. (2006). Philosophy of Education. Westview Press.

Nola, R. & Irzik, G. (2006). Philosophy, Science, Education and Culture. Springer.

Rousseau, J. J. (1979). Emile or on education (A. Bloom, Trans.).

2nd YEAR – 4th SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_405	SEMESTER	4 th
COURSE TITLE	TEACHING MATHEMATICAL CONCEPTS IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, and homework	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background and specialised general knowledge		
PREREQUISITE COURSES:	Typically, there are not prerequisite course. Essentially, the students should have basic knowledge of theories of learning and teaching		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1429/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of this lesson is to have students develop the effectiveness of the didactical intervention in early childhood education.

By the end of this course the student will be able to:

Be aware of the elementary mathematical concepts that are the subject of teaching in early childhood education age

- Be aware of the basic theories of learning and in particular their approaches to how to formulate appropriate elementary mathematical concepts
- Be aware of possible learning difficulties and systematic errors of mathematics, as these have been highlighted by the relevant research
- Apply appropriate activities for the teaching of mathematical concepts
- To enrich the learning environment with mathematical activities that stimulate the interesting behavior of pupils
- Promote the solution of the mathematical concepts of exploratory learning
- Organize the classroom in a way that promotes student collaboration and autonomy

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

By the end of this course the student will, furthermore, have developed the following skills:

- Ability to adapt to unpredictable and new didactical situations
- Decision-making capacity
- Develop autonomous work capacity
- Developing cooperative capacity
- Developing project planning and management capacity
- Working in an interdisciplinary environment
- Production of new research ideas

- Promote creative and inductive thinking
- Developing of criticism and self-criticism

(3) SYLLABUS

The courses include the following sections:

- Introduction to the course content
- Theoretical models in Mathematics Teaching
- Introduction to the concepts of space
- Geometric concepts
- Measurements
- The concept of number
- Numerical operations
- Developing the child's probabilistic thinking
- Language and mathematical education
- Symbols and forms of representation in Mathematical Education
- Special subjects in mathematical education

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, seminars and work face to face and work in groups	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) and e-class platform in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 13 weeks)	39
	Preparation of work in groups (5 conduct hours x 4 works)	20
	The composition of the final work folder	6
	Hours for private study of the student and preparation of home-works (3 per semester),	60

	Course total	125 hours (total student work-load)
STUDENT PERFORMANCE EVALUATION	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <ul style="list-style-type: none"> - Written examination (multiple choice questionnaires) after the end of the semester (60%) - Presentation of group work (40%) 	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Chassapis, D. (2000). <i>The teaching of basic mathematical concepts. Numerical and numerical operations</i>. Metaihxmio, Athens (in Greek only). • Tzekaki, M. (2007). <i>Small pupils of mathematical significance</i>. Gutenberg, Athens (in Greek only) • Zacharos, K. (2015). <i>The Mathematical Activity in Preschool Education. Theoretical Approaches and Practical Applications</i>. Kambyli, Athens (2nd edition-in Greek only). • Vosniadou, S. (ed.) (1999). <i>The psychology of mathematics</i>. Gutenberg, Athens (in Greek only) • Zacharos, K. (2007). <i>The mathematical concepts in pre-school education and their teaching</i>. Methaihmio, Athens (in Greek only).

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate studies</i>		
COURSE CODE	ESC_255	SEMESTER	4 th
COURSE TITLE	INTRODUCTION TO NATURAL SCIENCES AND SCIENTIFIC CULTURE I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises, project work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, specialised general knowledge		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as reading course with international bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1431		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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<ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The course will give the opportunity to students to become familiar with objects, events, phenomena, concepts and methods, as well as the cultural characteristics of natural sciences</p> <p>After completing the course successfully students will be able to:</p> <ul style="list-style-type: none"> - know and explain natural phenomena that are usually included in the curriculum of Preschool Education with the help of basic concepts of physics - know elements of the methodology of natural sciences - know elements of the cultural component of knowledge of natural sciences - use concepts and methodology of natural sciences to solve quality problems of natural sciences - use concepts and methodology of natural sciences to analyze laboratory data and produce conclusions derived from them 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • <i>Working independently</i> • <i>Team work</i> • <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> • <i>Production of free, creative and inductive thinking</i> 																			

(3) SYLLABUS

<p>Unit 1: Introduction to natural sciences and scientific culture</p> <p>Unit 2: Nature and characteristics of natural sciences</p> <p>Unit 3: Properties of matter: Solids</p> <p>Unit 4: Properties of matter: Liquids</p> <p>Unit 5: Properties of matter: Gases</p> <p>Unit 6: Thermal phenomena</p> <p>Unit 7: Heat and movement</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (Lectures, laboratory education, discussion)	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	30
	Laboratory practice	9
	Individual or group Project	26
	Individual study	60
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <ol style="list-style-type: none"> 1. Written final examination with questions of knowledge and judgment (multiple choice and development) (70%) 2. Written work aiming to deepen the students on a problem situation that highlights the methodological and cultural characteristics of natural sciences (30%) 	

(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Hewitt, P. (2004). <i>Οι έννοιες της φυσικής</i>. Πανεπιστημιακές Εκδόσεις Κρήτης. 2. Κολιόπουλος, Δ. (2014). <i>Η ενέργεια στην εκπαίδευση</i>. Εκδόσεις Ίων. 3. Κολιόπουλος, Δ. (2006). <i>Θέματα Διδακτικής των Φυσικών Επιστημών</i>. Εκδόσεις Μεταίχμιο. 4. Κουμαράς, Π. (2015). <i>Μονοπάτια της σκέψης στον κόσμο της Φυσικής</i>. Εκδόσεις Gutenberg.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_431	SEMESTER	4th
COURSE TITLE	INTRODUCTION TO SPECIAL NEEDS EDUCATION		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General background (Compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42431		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications

Framework of the European Higher Education Area

- **Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B**
- **Guidelines for writing Learning Outcomes**

The nature of this course is instrumental to the scientific field of special needs education. The main object of the course is for the students to gain an all-embracing picture of the scientific field of special needs education and, therefore, for a theoretical basis to be molded so as, thereupon, the students will be able to deepen into more specialized issues under other individual specialized courses dealing with the field. In the course, fundamental concepts referring to the field of special needs education are analyzed (such as: "disability", "impairment", "special educational needs", "integration" and "inclusion"), whereas the principles, goals and objects of special needs education as a science are described. Additionally, there are references to the history of special needs education in Greece (1900 until today) as well as to the legislative regulations upon which the education of children with special educational needs and/or disabilities is organized from 1981 up to today. Moreover, the structure and function of different means of provision for special needs education that are available for pupils with special educational needs and/or disabilities are presented, and the role of the special education teacher is outlined. Throughout the course the multidisciplinary and interdisciplinary character of special needs education as a scientific field is being accentuated, while, at the same time, the students are given the chance to compose the different approaches existing both in research and everyday educational practice of special needs and inclusive education.

With the successful completion of this course, the students are expected:

1. to distinguish the principal differences of the fundamental concepts that have been historically developed for the topology of Special Education in Greece as well as for the inclusive education, and to apply appropriately the relative terminology;
2. to develop critical thinking and attitude towards deficit means of approach of disability and, as a result, towards students with special educational needs and/ or disabilities;
3. to identify the different means of provision for special needs education and their function as well as the special educator's role mainly as regards general schools; and
4. to be able to identify policies and practices that either hinder or promote the developmental process of inclusive educational environments with respect to all students (including children with special educational needs and/or disabilities).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management Respect for difference and multiculturalism
Adapting to new situations	Respect for the natural environment
Decision-making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...

Production of new research ideas
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information • Working independently • Working in an international environment • Working in an interdisciplinary environment • Production of free, creative and inductive thinking • Criticism and self-criticism • Respect for difference and multiculturalism

(3) SYLLABUS

<p>The course provides a complete examination on the following topics:</p> <ul style="list-style-type: none"> • Thematic Unit 1: Defining “disability”, “impairment”, “special educational needs”, “Special Needs Education”, “inclusion”, and “integration” • Thematic Unit 2: The complex nature of disability: Traditional and contemporary approaches to disability that have affected the organization of education/educational processes for pupils with special educational needs and/or disabilities • Thematic Unit 3: General principles, aims and learning objects of Special Needs Education as a scientific field • Thematic Unit 4: The history of Special Needs Education in Greece (1900 until today) • Thematic Unit 5: Legislative frameworks for Special Needs Education in the Greek Context (1981 until today) • Thematic Unit 6: Structural and functional characteristics of the diverse forms of special education provision for pupils with identified special educational needs and/or disabilities in Greece (special school, homeschooling, hospital school, pull-out program, in-class support) • Thematic Units 7 & 8: The role of special needs education teacher • Thematic Unit 9: The multidisciplinary and interdisciplinary character Special Needs Education scientific field • Thematic Units 10 & 11: Inclusive pedagogy: An educational enterprise for Special Needs Education theory and praxis • Thematic Units 12: Types and characteristics of inclusive education settings

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	<ul style="list-style-type: none"> • Use of ICT in Education (PowerPoint presentations, video presentations) and communication with students • Use of the e-class platform of the University of Patras to support the learning process for students 	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory	Activity	Semester workload
	Lectures	26

<p>practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Study & analysis of bibliography	50
	Hours for private study of the student	47
	Short-essay writing	2
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>V. Written examination (100%) using:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Right-wrong questions, and - Open-ended questions <p>VI. Oral examination or any other alternative forms of examination for students with special educational needs and/or disabilities (100%)</p> <p>VII. Optional short-essay writing (20%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> • Selected scientific papers available in the e-class platform of the University of Patras • Greek legislative frameworks on Special Needs Education • European and/or international reports on Special Needs and Inclusive Education (offering further evidence for the Greek Context) • Zoniou-Sideri, A. (2011). Persons with disabilities and their education: A psychoeducational approach to inclusion. Athens: Pedio. • Zoniou-Sideri, A., Nteropoulou-Nterou, Ev., & Vlachou-Balafouti, A. (Eds.). (2012). Disability and educational policy: A critical approach to special needs and inclusive education. Athens: Pedio.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_410	SEMESTER	4
COURSE TITLE	INFORMATION AND COMMUNICATIONS TECHNOLOGIES IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, seminars	3	4	
Laboratory work	2	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Obligatory		
PREREQUISITE COURSES:	Typically, there are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1400/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course introduces the students to the main issues related to the integration of Information and Communication Technologies into the educational process and, in particular, the educational software. Firstly, it introduces the concept of Educational Technology and the main models that govern the position of Digital Technologies in the educational systems are studied, while particular emphasis is given to the Greek curriculum. Then, the ways in which the main psychological approaches (behaviorism, cognitive science, constructivism and sociocultural approach) contribute to the development of teaching and learning digital environments, are studied. Lastly, the major categories of digital educational environments (guidance and assessment systems, intelligent tutoring systems, general purpose software, hypermedia environments, concept mapping, visualization, simulation and modeling, Logo-like programming languages, educational robotics, collaborative environments and distance learning platforms) are presented and analyzed, and a critical approach to their limits and their capabilities is made.

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

- Report the main models of ICT integration into education.
- Recognise the contribution of the main psychological theories to the development of digital educational applications.
- Describe the main features and the basic functions of the core categories of educational digital systems and environments.
- Interconnect the content or the functions of educational software with specific teaching subjects of the curriculum.
- Associate the use of educational software with the teaching and learning problem tackling.
- Select appropriate software or digital environments to address specific teaching or learning situations.
- Work individually or collaboratively in order to analyze and synthesize data and information on a distance learning platform.
- Design simple educational activities with the use of educational software or digital environment.
- Approach critically the issue of the integration of digital technologies into Education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The theoretical lesson includes the following modules:</p> <ol style="list-style-type: none"> 1. The concept of educational technology: from programmed instruction to educational software and digital ICT applications. 2. Informatics and Education - ICT and Education. 3. Integration models and phases of ICT introduction to Education. The problematic of integrating ICT into the teaching and learning process. 4. Informatics& ICT in Greek Education –Computer Science curricula 5. Learning theories and ICT: categories of educational software 6. Behaviorism and ICT: guidance and teaching software 7. Cognitive theories and ICT: artificial intelligence and intelligent tutoring systems 8. Constructivism and ICT: Visualization, simulation and modeling software 9. Concept mapping, multimedia, hypermedia and internet in education 10. Logo-like programming languages and education 11. Educational Robotics 12. Sociocultural theories and ICT: collaborative learning systems with digital technologies 13. Critical approach to the argumentation concerning the integration of ICT into education.

<p>The workshop includes the following modules:</p> <ol style="list-style-type: none"> 1. The concept of the educational software and the digital teaching and learning environment: computeraided teaching vs computer aided learning 2. Familiarization with the basic tools of the internet: search engines, educational portals, web-based teaching systems, portfolios 3. Curriculum, learning theories and educational software assessment scales 4. Guidance and teaching software & drill and practice software 5. Graphic software & creativity development software 6. Concept mapping software 7. Multimedia and hypermedia software, digital encyclopedias and web-based applications 8. General software as a tool for symbolic expression and organization of information: word processing, presentation software and spreadsheets 9. Visualization software: digital atlases, environmental studies software 10. Simulation and modeling software: virtual laboratories in science 11. Educational Robotics: Familiarization with the Bee-Bot programmable toy 12. Logo-like programming languages: Scratch programming language 13. Designing of educational activities with software.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>In class, face-to-face (lectures), in laboratory (individual and group work)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the course through the e-class electronic platform of the University of Patras</p> <p>Use of the Moodle platform to conduct and post projects, provide visual material, discuss through forums, use of open video-lessons</p> <p>Use of presentation software (PowerPoint)</p> <p>Use of educational software</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p style="text-align: center;"><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	<p>Lectures (13 out of 13 lessons X 3 hours)</p>	<p>39</p>
	<p>Workshopingroupsof 25 with use of theMoodleplatform (13 workshopsX 2 hours)</p>	<p>26</p>

<i>directed study according to the principles of the ECTS</i>	Composition of final dossier with (10) individual projects	30
	Independent Study	30
	<i>Course total</i>	<i>125</i>
STUDENT PERFORMANCE EVALUATION	<p>I. Written final examination with development, multiple choice and simple problem solving questions (50%)</p> <p>II. Weekly written individual assignments (50%)</p>	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Komis, V. (2004). Introduction to the educational applications of Information and Communications Technologies, Athens: New Technologies Editions.</p> <p>Depover, C., Karsenti, T., Komis, V. (2007). Enseigner avec les technologies, PUQ.</p> <p>Raptis, A. & Rapti, A. (2013). Learning and Teaching in the Information Society, Vol. 1, Athens: Aristotelis Raptis Editions.</p> <p>Roblyer, M.D., Doering, A.H. (2014). Educational Technology and Teaching, ION.</p> <p><i>- Related academic journals:</i></p> <p>Computers and Education (https://www.journals.elsevier.com/computers-and-education/)</p>
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2nd YEAR – 4th SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_425	SEMESTER	4 th
COURSE TITLE	PRINCIPLES OF EDUCATIONAL POLICY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, fieldwork, essays		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Optional Course)		
PREREQUISITE COURSES:	There is not prerequisite course. Students' knowledge from the "Sociology of Education" course is acknowledged.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	The language of instruction is Greek. Some tutorials may be offered in English, depending on the audience –ERASMUS students.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1484/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students are expected to be acquainted with the basic issues of educational policy and to be able to correlate their theoretical background with the everyday educational practices. They will become familiar with some theoretical aspects of the field and will get the appropriate skills in order for them to critically approach and analyse specific educational issues.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

The course aims at the development of the following general competences (please, see the list above):

1. Adapting to new situations
2. Decision-making
3. Working independently
4. Team work spirit
5. Working in an international environment
6. Working in an interdisciplinary environment
7. Production of new research ideas
8. Project planning and management
9. Respect for difference and multiculturalism
10. Respect for the natural environment
11. Showing social, professional and ethical responsibility and sensitivity to gender (and other) issues
12. Exercising criticism and self-criticism

13. Production of free, creative and inductive thinking

(3) SYLLABUS

The course:

- Examines the relationship between education, state, society and economy
- Addresses the contemporary context of academic, technical/vocational and comprehensive education
- Investigates theoretical approaches to educational politics (eg.: neoliberalism, pluralism, welfare state theories, Marxism)
- Explores school effectiveness, empowerment and improvement issues and gives consideration to the power of the school culture
- Provides examples of educational policy issues in Greece and abroad.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, face to face learning, critical discussions on the topics under consideration. Students are enforced to work in small groups and carry out projects (individual or collaborative work).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures with the use of power point. Use of ICT in teaching and in the communication with students. Use of the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 hours per week x 13 weeks)	39
	Workshops on specific topics	
	Study and analysis of bibliography and fieldwork	16
	Critical discussions on projects-essays	10
	Essay writing	

	Students' individual study and homework	60
	<i>Course total</i>	<i>125</i>
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>The course is assessed by final written exams (short-answer questions, open-ended questions) (100%) (essays are taken into account).</p> <p>Erasmus students should submit coursework assignments of 5,000 words written in English.</p>	

(5) ATTACHED BIBLIOGRAPHY

Updated list of recommended books.

See, for example:

Husbands, C. (2016) *Voices in the Air. Making sense of policy and practice in education*, London: UCL IOE Press.

Stoll, L., Taylor, C., Spence-Thomas, K, Brown, C. (2018) *Catalyst. An evidence-informed, collaborative professional learning resource for teacher leaders and other leaders working within and across schools*, London: UCL IOE Press.

Recommended International Journals:

British Journal of Educational Studies, British Journal of Sociology of Education, Journal of Education Policy, Comparative Education Review, Compare, Educational Management, Administration and Leadership (EMAL).

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_125	SEMESTER	4 th
COURSE TITLE	ESSENTIAL CONCEPTS OF ECOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Laboratory work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development, Special background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses. Nevertheless, it is purposeful for the students to have successfully completed the course "Essential Topics of Human Biology" (1 st semester, optional).		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with english bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1451/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications</i>
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Framework of the European Higher Education Area

- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course aims at introducing basic concepts of ecology in order to provide students with the essential theoretical tools for designing teaching/learning activities that could help young children start building their knowledge about nature and their respect for it. Moreover, the course aims at contributing in the enhancement of students' environmental awareness, by engaging them in active discussions about contemporary environmental problems.

By the end of the course, students are expected to:

- Understand essential concepts concerning food relationships.
- Understand the ecological dimension of photosynthesis and decomposition and be able to explain the linear flow of energy and the circular flow of matter within the ecosystem.
- Understand the two-way relationship between organisms and environment.
- Understand the concept of biodiversity.
- Understand essential concepts regarding populations' growth and interaction, as well as ecosystems' response to human intervention.
- Understand serious environmental problems linked with human activities.
- Be familiar with the practice of organisms' focused observation.
- Be familiar with "hypothetico-deductive reasoning".
- Be able to use the stereo microscope to observe biological specimens.
- Be able to use the compound microscope to observe microscope slides.
- Be able to design simple activities that aim at familiarizing young children with ecological concepts and enhancing their environmental awareness.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Others...

Production of new research ideas

- Search for, analysis and synthesis of data and information with the use of necessary technology
- Working independently
- Team work
- Respect for the natural environment
- Showing social, professional and ethical responsibility
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The course is concerned with the following topics:

- “Ecosystem”
 - The linear flow of energy within the ecosystem
 - The circular flow of matter within the ecosystem
- “Organisms & their environment”
 - Laws of “Tolerance” and “Minimum”
 - Adaptations
 - Biomes
 - Biodiversity
- “Populations, Communities, Ecosystems”
 - Populations and concepts regarding their growth and interactions
 - Communities and related concepts
 - Ecosystems and concepts regarding their response to human interventions
- “Humans & Environment”
- “Ecological concepts & preschool education”
 - Linking ecology and environmental education for young children
 - Designing teaching/learning activities for building basic ecological knowledge and environmental awareness

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • In the classroom, face-to-face learning – Lectures (presentation and discussion of the topic in question, worksheet-based discussion) • In the lab, face-to-face learning <ul style="list-style-type: none"> - Team work based on worksheets and technological tools (microscope, computer) - Team work about decomposition: Observing and recording the course of decomposition of different materials in different types of soil for several weeks - Team work about biodiversity: observing living organisms and their parts (fieldwork, lab) - Team work about ecological/environmental education in preschool: Designing teaching/learning activities for young children 	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • The upatras e-class platform • PowerPoint presentations • Videos • Educational software • E-mail 	
<p style="text-align: center;">TEACHING METHODS</p>	<i>Activity</i>	<i>Semester workload</i>

<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Lectures (3 hours per week x 7 out of 13 weeks)</p>	<p>21</p>
	<p>Laboratory work (3 hours per week x 6 out of 13 weeks)</p>	<p>18</p>
	<p>Pre-lab work</p>	<p>2</p>
	<p>Recording lab-observations</p>	<p>4</p>
	<p>Lab-reports portfolio</p>	<p>20</p>
	<p>Personal study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Written examination with “multiple choice” and “short- answer” questions (100%) 	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Williams, G. (2006). <i>New Biology for You, Student Book</i>. UK: Nelson Thorns Pbs. • Williams, G. (2000). <i>Advanced Biology for You</i>. UK: Nelson Thorns Pbs. • Molles, M.C., Jr (2009). <i>Ecology: concepts and Applications</i>. USA: McGraw-Hill. • Campbell N.A, Reece J.B., Urry, L.A., Cain, M.L., Minorsky, P.V., & Jackson, R.B. (2008). <i>Biology</i>. USA: Benjamin Cummings. • Enger, E.D., Kormelink, J.R., Ross, F.C. and Smith, R.J. (1994). <i>Concepts in Biology</i>. USA: WCB Pbs • Taylor, D.J., Green, N.P.O., Stout, G.W. (1997). <i>Biological Science I: Organisms, Energy and Environment</i>. UK: Cambridge University Press • Krebs, C. (2008). <i>The Ecological World View</i>. USA: University of California Press.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_415	SEMESTER	4 th
COURSE TITLE	COGNITIVE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development, specialised general background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses. The student should have the basic theoretical background knowledge on developmental psychology.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42415		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the course the students will be able to:

- **Show complete understanding of the most important theoretical approaches on cognitive development**
- **Present understanding of how children's thinking develop**
- **Have basic theoretical knowledge about the way that cognitive functions, like perception and memory, develop**
- **Understand the processes and mechanisms of conceptual development during infancy and childhood**
- **Know about the cognitive mechanisms that lead to sophisticated thinking for problem solving**
- **Show critical thinking about the current questions on children's cognitive development, like the issue about developmental individuality of thinking**
- **Apply the appropriate principles of different theoretical approaches to explain psychological phenomena of cognitive development**
- **Use the appropriate research methods of cognitive and developmental psychology to evaluate children's thinking on different developmental periods**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- **Search for, analysis and synthesis of data and information**
- **Decision-making**

- Working independently
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course provides a complete examination on the following topics:

- Introduction to cognitive development
- Piaget's theory of cognitive development
- Information-processing theories
- Socio-cultural theories
- Development of perception
- Memory development
- Conceptual development
- Problem solving in infancy and childhood

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face learning – Lectures and team work</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the e-class platform of the University of Patras. PowerPoint presentations. Laboratory education.</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures (3 conduct hours per week x 8 out of 13 weeks)</p>	<p>24</p>
	<p>Working in groups (3 conduct hours per week x 5 out of 13 weeks)</p>	<p>15</p>

<i>the ECTS</i>	Implementation of laboratory exercises	3
	Preparation of home-works	26
	Hours for private study of the student	57
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>VIII. Written examination using multiple choice questionnaires and short answer questions (50%)</p> <p>IX. Written team reports (30%)</p> <p>X. Public presentation of team reports (20%)</p>	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • Bjorklund, D. F. (2012). <i>Children's Thinking: Cognitive Development and Individual Differences</i>. USA: Wadsworth, Cengage Learning. • Bransford, J.D., Brown, A.L. & Cocking, R.R. (2000). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press. • Carey, S. (2009). <i>The Origin of Concepts</i>. New York: Oxford University Press. • Holt, J. (1983). <i>How children Learn. Classics in Child Development</i>. New York: Merloyd Lawrence. • Holt, J. (1982). <i>How children Fail. Classics in Child Development</i>. New York: Merloyd Lawrence. • Keil, F. (2014). <i>Developmental Psychology: The Growth of Mind and Behavior</i>. USA: W. W. Norton & Company Inc. • Mooney, C. G. (2013). <i>Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky</i>. New York: Redleaf Press. • Siegler, R. DeLoache, J., & Eisenberg, N. (2011). <i>How Children Develop</i>. New York: Worth Publishers. • Wood, D. (1998). <i>How Children Think and Learn</i>. USA: Blackwell Publishing.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_905	SEMESTER	4 th
COURSE TITLE	MOVEMENT PLAY AND THEATRICAL GAME		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Experiential teaching, Exercises, Lectures, Fieldwork	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (optional)		
PREREQUISITE COURSES:	There are not prerequisite courses. The students are advised to have previously attended the course "Didactics of Movement and Rhythm".		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in French and English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1507/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is based on experiential teaching with enriched theory on the fields of movement and theatrical game, in order for secondary students to attain the indispensable theoretical foundations and practical experiences to effectively teach and animate movement play and theatrical game, considered as a means of communication, learning and development in early years. The aim of the experiential teaching is to help students to bring out and improve their potential, individually and collectively, to meet the requirements of the role of the animator, and to experience play as a means of activating children, liberating their imagination and nourishing their psychomotor expression.

By the end of this course the student will be able to:

- Design games that meet specific educational goals.
- Organise and implement movement and theatrical games in real working conditions (in the kindergarten).
- Apply the multiple skills needed for the role of the animator.
- Use his/her creativity and imagination in inventing new games according to the needs of his/her children.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- **Search for, analysis and synthesis of data and information**
- **Decision making**
- **Working independently**
- **Team work**
- **Project planning and management of games**
- **Respect for difference and multiculturalism**
- **Respect for the natural environment**
- **Showing social, professional and ethical responsibility and sensitivity to gender issues**

(3) SYLLABUS

<p>The following themes are examined:</p> <ul style="list-style-type: none"> • Theories and kinds of play • Movement play and theatrical game as forms of expression, creativity, social interaction and communication • Kinds of movement play (acquaintance games, generic and special-skill games, physical abilities and skills games, rhythmic play, cooperation games, sensorimotor play, imitation games, relaxation games, concentration games, imagination play) • Traditional movement games • Planning and organisation of pedagogical play • Organised environment (indoor and outdoor space, action space) • Equipment and materials • The role of theatrical game in developing expressive and creative movement • Theatrical game: Stages of structural formation • Theatrical game deployment techniques (group cohesiveness, body expression, speech and action, action plan, roles, objects) • The educator as an animator

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face (the course is based on game applications with the active participation of students, in individual and group work, with physical exercises, workplace practice and self-assessment exercises)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of e-class (the e-learning platform of the University of Patras) • Use of PowerPoint • Use of audiovisual (video, games) and other visual classroom material • Links to external websites 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	<p>Experiential teaching</p>	<p>35</p>
	<p>Lectures</p>	<p>15</p>
	<p>Team work</p>	<p>8</p>
	<p>Individual work</p>	<p>8</p>

	Fieldwork	25
	Hours for private study of the student	34
	Course total	125 hours
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (60%) comprising:</p> <ul style="list-style-type: none"> - short growth questions - designing gaming activities <p>II. Public presentation of team written work (10%)</p> <p>III. Public presentation of individual written work (10%)</p> <p>IV. Written assignment for the fieldwork (20%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Bolton, G.M. (1998). Acting in classroom drama: A critical analysis. Birmingham: University of Central England.

Greenland, P. (2000). Hopping Home Backwards: Body Intelligence and Movement Play. U.K.: Jabadao, Centre for Movement Studies.

Kouretzis, L. (1991). Theatrical Play. Pedagogical theory, practice and theatrical approach. Athens: Kastaniotis. [in Greek]

Lambert, M. (1996). Le mouvement par le jeu (CD). Paris: Les Disques Deva.

Neuman, J. (2004). Games and exercises in nature. Thessaloniki: Salto. [in Greek]

Tsapakidou, A. (2007). Motor Skills. Motor development programs for pre-school children. Thessaloniki: University Studio Press. [in Greek]

Zimmer, R. (2007). Motor Education Manual. From Theory to Practice. Athens: Athlotypo. [in Greek]

- Related academic journals:

American Journal of Play

Education and Theatre [in Greek]

Games and Culture

International Journal of Play

Research in Drama Education: The Journal of Applied Theatre and Performance

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	<i>Undergraduate</i>		
COURSE CODE	ESC_465	SEMESTER OF STUDIES	4 th
COURSE TITLE	NEO-HELLENIC LITERATURE (MODERN GREEK LITERATURE)		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science(Optional)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1518/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

Guidelines for writing Learning Outcomes

By the end of the course students:

- (they) will have acquired a wider philological knowledge of Greek literary production of 19th and 20th century,
- (they) will know the periods of Modern Greek Literature and the special traits of the aesthetic currents that have influenced this Literature,
- (they) might comprehend the context of the Greek literary production,
- (they) will have come in a narrower contact with the poets (K.P. Kavafis, G. Seferis, O. Elytis, G. Ritsos, N. Vrettakos), whose poetic works constitute landmarks in the development of Modern Greek Poetry,
- (they) would be able to deepen in the substances of poetic writing, as they are activated through the works of modern poets, and to recognize the particular contribution of poetic diction in the rejuvenation of modern literary writing, in general.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Searching, analysis and synthesis of facts and information**
- **Production of new research ideas**
- **Promotion of free, creative and inductive thinking**
- **Exercise of criticism**
- **Respect to the diversity and the multiculturalism**
- **Autonomous (Independent) work (Preparation of individual assignments)**
- **Groupwork (Discussion, etc.)**

(3) SYLLABUS

The course includes the following modules/units:

- **Periods of Modern Greek Literature-Historical diagram.**
- **Aesthetic currents and Aesthetic schools [Classicism, Romanticism, Parnassism, Realism-**

Naturalism, Symbolism (Basic traits – Main representatives)].

- Landmarks in the development of Modern Greek Poetry.
- Analytical presentation of the poetics works of: K.P. Kavafis, G. Seferis, O. Elytis, G. Ritsos, N. Vrettakos.

(4) TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Facetoface • Lectures • Group discussion • Employment of audiovisual material 	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Δραστηριότητα</i></p> <p>Lectures (11 weeks out of 13 x 3 hours)</p> <p>Assignments (2 weeks out of 13 x 3 hours)</p> <p>FinalWorkFileComposition</p> <p>Independent (private) student's study</p> <p>TotalofCourse</p>	<p style="text-align: center;"><i>ΦόρτοςΕργασίας Εξαμήνου</i></p> <p style="text-align: center;">33</p> <p style="text-align: center;">6</p> <p style="text-align: center;">26</p> <p style="text-align: center;">60</p> <p style="text-align: center;">125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> • Presentation (oral and written) of works (20%) • Final (written) examination with Development Questions (80%) <p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the 	

	<p>written/spoken language.</p> <ul style="list-style-type: none"> • Linguistic clarity (precision, observance of the written/spoken language specifications).
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Athanasopoulos, B. (2007). <i>To PoiitikoTopiotou 19^{ou} kai 20^{ou} Aiona. Tom. C'</i> [<i>The Poetic Landscape of the 19th and 20th Century. Vol. C'</i>].Athens: Kastaniotis. (in Greek) • Dimaras, K.Th. (⁸1987) <i>Historia tis NeoellinikisLogotechnias: Apo tis ProtesRizesos tin Epochi mas</i> [<i>History of Modern Greek Literature: From the First Roots to Our Age</i>]. Athens: Icarus.(in Greek) • Katsiki-Givalou, Ada (³2000). <i>PhilologikesDiadromes, B'</i>. [<i>Philological Itineraries, B'</i>]. Athens: Patakis.(in Greek) • Politis, Linos (⁵1989). <i>Historia tis NeoellinikisLogotechnias</i> [<i>History of Modern Greek Literature</i>]. Athens: National Bank Cultural Foundation.(in Greek) • Vitti, Mario (²1995). <i>E GeniatouTrianta: Ideologia kai Morfi</i> [<i>The Generation of Thirty: Ideology and Form</i>]. Athens: Hermes.(in Greek) • Beaton, Roderick (1994). <i>An Introduction to Modern Greek Literature</i>. Oxford: Clarendon Press.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_445	SEMESTER	4 th
COURSE TITLE	THE RIGHTS OF THE CHILD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background- Skills development		
PREREQUISITE COURSES:	There is not prerequisite course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1428/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to provide basic knowledge about Rights of the Child, their history, international declarations and the International Convention on the Rights of the Child, based on the perceptions of the major educators on Rights of the Child and freedoms. It examines and analyzes the importance of respecting the rights both of protection and freedoms, as well as their interdependence and their mutual contribution to the child's moral and spiritual development. Attention is given to rights and freedoms and to their relevance to moral autonomy, which is the foundation of the personality of democratic citizen.

By the end of this course the student will be able to:

1. Understand the concept of Rights of the Child and their relationship with the concept of human rights.
2. Be aware of the situation of children in the world and the various forms of violation of their rights.
3. Understand the historical and social conditions that brought to the foreground the rights of the child and the reasons why they are currently occupying the global community.
4. Understand why respect for the rights of the child is a paramount democratic demand on which the realization of the humanitarian ideals of modern democracy depends.
5. Understand the categories of the rights of the child, and how much respect for them contributes on the development of the personality of the child.
6. Understand the importance of the child's moral development in shaping a responsible citizen.
7. Be able to assess the impact of different forms of child rights violation on children's development to do their best for their protection of them.
8. Know and apply appropriate pedagogical methods to teach children their duty to respect the rights of others.
9. Know and apply appropriate pedagogical methods for the moral development of the child so that, as a tomorrow's adult, he can exercise his rights and freedoms responsibly.
10. Be able to plan activities in the classroom, adapted to the age of children, to promote respect for the rights of all children without discrimination.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....
<p>Generally, by the end of this course the student will, furthermore, have develop the following general abilities (from the list above):</p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Decision-making</i></p> <p><i>Criticism and self-criticism</i></p> <p><i>Working in an international environment</i></p> <p><i>Working independently</i></p> <p>By the end of this course the student will, furthermore, have developed the following skills (special abilities):</p> <ol style="list-style-type: none"> 1. Planning activities for pupils to adopt good practices and respect the rights of everyone. 2. Ability to promote dialogue and consultation among children to avoid violence. 3. Identify cases of children whose rights are not adequately protected and be activated as he should. 4. Ability to specifically distinguish abused / neglected children and provide them with appropriate care / assistance.

(3) SYLLABUS

<ol style="list-style-type: none"> 1. The intellectual and social developments that brought the Rights of the Child to the fore. 2. The situation of Rights of the Child in the world. 3. The most important milestones in the history of Rights of the Child. Emphasis is placed on the analysis of the content and nature of the International Convention on the Rights of the Child. 4. The Rights of the Child and the role of some major educators. 5. The transition from tradition to modernity and the transfer of the responsibility of raising the child from family to state. 6. The most important forms of violation of Rights of the Child with reference to the concept of harm (child labor, abuse, and corporal punishment). 7. The right of the child to happiness (right to play) and the right to education. 8. Rights and freedoms of the child and their interdependence. 9. Rights of the Child, freedoms and moral development. 10. The moral development of the child in the theories of Kant, Piaget, Rawls, Kohlberg and Durkheim.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, face to face learning, open and critical discussion on the subjects, individual works</p>
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<p align="center">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of PowerPoint in teaching. The lectures content of the course for each chapter are uploaded on the internet (e-class), in the form of a series of ppt files.</p> <p>Using internet to present examples of social reality.</p>																									
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 conduct hours per week x 13 weeks)</td> <td align="center">39</td> </tr> <tr> <td>Individual works - Progress Test</td> <td align="center">12</td> </tr> <tr> <td>Educational visits organized by the students</td> <td align="center">6</td> </tr> <tr> <td>Presentation of works commentary - discussion</td> <td align="center">8</td> </tr> <tr> <td>Hours for private study of the student and preparation of home-works</td> <td align="center">60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td align="center">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures (3 conduct hours per week x 13 weeks)	39	Individual works - Progress Test	12	Educational visits organized by the students	6	Presentation of works commentary - discussion	8	Hours for private study of the student and preparation of home-works	60											Course total	125
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<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation: Greek</i></p> <p>Three alternatives of evaluation are offered:</p> <p>I. Written final exam with development questions (100%).</p> <p>II. Written final exam (50%) plus individual work (50%). It is a prerequisite for the student or student to have a graduate degree in the written final examination.</p> <p>III. Student file: two progress tests (80%), five individual works (20%). Some works are presented voluntarily by the students and are considered for their evaluation.</p> <p>attendance and active participation of students in the</p>																									

	course is considered. evaluation criteria and alternatives are announced in the e-class.
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(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ol style="list-style-type: none">1. Archard, D. (1993). <i>Children Rights and Childhood</i>. London: Routledge.2. Korczak J. (1978). <i>Comment aimer un enfant</i>. Paris : R. Laffont.3. Piaget, J. (1977). <i>L'éducation morale</i>. Paris : Anthropos.4. Piaget J. (2000). <i>On pedagogy</i>. (in Greek). Athens: Ellinika Grammata.5. Renault, A. (2000). <i>La liberation des enfants</i>. Paris: Calmann-Levy.6. Balias, St. (2011). <i>Rights of the Child: the road to freedom</i>. (in Greek). Athens: Papazisis.7. Fassoulis, V. (2015). <i>The Rights of the Child</i>. (In Greek). Athens: Papazisis.8. Notes of lecturers. <p>- Related academic journals:</p> <p><i>The International Journal of Rights of the Child</i></p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL STUDIES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC-420	SEMESTER	4 th
COURSE TITLE	MULTICULTURALISM AND LEARNING BY DESIGN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	4
ACTION RESEARCH LABORATORY		1	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT: <ul style="list-style-type: none"> • Instructional design ACTION RESEARCH PROJECT – BASED LEARNING		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek English (For Erasmus students, literature review and communication with invited speakers)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42456		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at developing a holistic intercultural competence combined by instructional design skills.

Instructional design skills:

- Developing lesson plans
- Managing action research projects
- Differentiate instruction

Knowledge & Comprehension:

- Cultural self-awareness;
- Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
- Culture-specific information;
- Sociolinguistic awareness

Skills:

- To listen, observe, and interpret
- To analyze, evaluate, and relate

Attitudes:

- Tolerance for Ambiguity - To meet new situations with mindfulness
- Open-mindedness - To respond in non-evaluative ways
- Flexibility - To shift frame of reference
- Respectfulness - To show respect & positive regard for others
- Adaptability - To adapt appropriately to particular situations
- Sensitivity - To convey empathy verbally & nonverbally
- Creativity - To engage in divergent thinking
- Curiosity and discovery (tolerating ambiguity and uncertainty)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

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

1. understand the multicultural "ecology" of the Greek school through life stories and biographical narratives of immigrant groups (parents, students, migrants/refugees);
2. understand diversity, cultural racism and globalization;
3. consolidate their methodological/research capabilities through the collection of life stories;
4. become action researchers;
5. understand teachers' role as reflective designers/producers of educational learning scenarios /curriculum;
6. acquire the necessary pedagogical expertise to design modules in electronic environments;
7. become culturally responsive pedagogues using differentiated instruction.

Additional competences refer to:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This is a theoretical course with practical applications, which analyzes the social and cultural integration processes in the Greek society. Emphasis is given on the transforming force of

globalization and cosmopolitanization. Multicultural policies are also examined in the light of the emerging cultural racism/nationalism.

Moreover, cultural diversity is mirrored in Greek schools through migratory life stories and diverse life-worlds (via experiences, identities, dispositions, networks, values and orientations for the new). Students become action researchers and discover the power of storytelling, dialogue and reflective design to determine the ethnocultural identity of children and parents. Students also utilize tools to highlight the ethnocultural profile of a multicultural class with a view to involve school community stakeholders in intercultural action, exchange and communication. Finally, as part of a diversified educational approach, students become familiar with curriculum design and planning modules in social media environments (<http://newlearningonline.com/learning-by-design/>&<http://cgscholar.com/>). Our aim is to promote a culturally responsive pedagogy and provide the appropriate tools for including diversity in the learning process

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face</p> <p>IntruactionalDesign at the e-platform cgscholar</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Yes</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>39</p>
	<p>Invited guest speakers/videos</p>	<p>7</p>
	<p>Laboratory practice</p>	<p>13</p>
	<p>Instructional design</p>	<p>26</p>
	<p>Life histories</p>	<p>10</p>
	<p>Project writing</p>	<p>30</p>
	<p></p>	
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple</i></p>	<p style="text-align: center;">DESCRIPTION</p>	
	<p>1st option</p>	<p>Percentage (%)</p>

<i>choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Essay (2000 words)	50%
	Final exam	50%
	TOTAL	100%
	2nd option	
	Action Research (in learning teams of 2-3 persons)	30%
	Midterm-Oral Presentation / or exams	20%
	Assignment (6000 words)	50%
	TOTAL	100

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Differentiated Instruction: Enhancing Teaching and Learning: Enhancing Teaching and Learning, Helene M. Hanson, National Professional Resources, Incorporated, 2009.
- Integrating Differentiated Instruction & Understanding by Design: Connecting, Carol A. Tomlinson, JayMcTighe, 2006
- Differentiated Instruction, Different Strategies for Different Learners, Lori Elliott, Char Forsten, Jim Grant & Betty Hollas, 2012.
- The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson, 2014.
- New Learning: Elements of a Science of Education, Mary Kalantzis and Bill Cope, 2012. <http://newlearningonline.com/new-learning>
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- Arvanitis, E (2018). Preservice teacher education: Towards a transformative and reflexive learning. Journal of Global Studies of Childhood, 8(2) (in press)
- Kalantzis, M., Cope, B. & Arvanitis, E. 2009. «Ο Εκπαιδευτικός ως Σχεδιαστής: Η Παιδαγωγική στην Εποχή των Νέων Ψηφιακών Μέσων», Πρακτικά ΙΓ' Διεθνούς Συνεδρίου της Παιδαγωγικής Εταιρείας: Αναλυτικά Προγράμματα και Σχολικά Εγχειρίδια: Ελληνική Πραγματικότητα και Διεθνής Εμπειρία, 20-22 Νοεμβρίου 2009, Γιάννενα.
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στάσεις της ελληνικής κοινωνίας απέναντι στους μετανάστες ομιλητές. Παρατηρητής, Αθήνα.

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- Συλλογικό. 2004. Ε φίλε! Εξομολογήσεις παιδιών που ζουν στην Ελλάδα ως μετανάστες, πρόσφυγες ή παλιννοστήσαντες. Κέδρος, Αθήνα.
- Νικολάου, Γ. 2000. Ένταξη και Εκπαίδευση των Αλλοδαπών Μαθητών στο Δημοτικό Σχολείο: Από την «ομοιογένεια» στην πολυπολιτισμικότητα. ΕλληνικάΓράμματα. Αθήνα.
- Κακαμπούρα, Ρ. 2008. Αφηγήσεις ζωής: Η βιογραφική προσέγγιση στη σύγχρονη λαογραφική έρευνα. Ατραπός, Αθήνα.
- **Additional Resources**
- <http://newlearningonline.com/scholar&http://info.cgscholar.com/tutorials> (get familiar with the platform)
- <http://refugeerepublic.submarinechannel.com/> (reflect on this virtual reality)
- On Globalization and Diversity http://newlearningonline.com/uploads/globalization-computers_comp_06.pdf
- Engaging Learner Diversity through Learning by Design http://newlearningonline.com/uploads/7_van_Haren_ELEA_7_3_web.pdf
- **Related academic journals:**
- International Journal of Pedagogy and Curriculum (see <http://ee.commongroundpublishing.com/publications/journals#2>)
- Journal of Global Studies of Childhood

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_370	SEMESTER	4 th
COURSE TITLE	AN INTRODUCTION TO LOGIC AND ITS BASIC CONCEPTS.		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, works, and teaching intervention	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge and general background		
PREREQUISITE COURSES:	Typically, there are not prerequisite courses. Essentially, the students should have basic knowledge of theories of learning and teaching		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1405/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p>
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- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims at an introductory presentation of the course of setting up scientific concepts during the transition from the specific to the formation of the abstract concepts.

Moreover, it is an introduction to the constitution of the science of Logic and the argumentation and the proof process.

By teaching this course we expect the student to be able to:

- To know the way in which abstract scientific concepts are constructed
- To know the basic principles of the science of Logic, the typologies of basic structures of arguments, as well as the techniques to evaluate the validity and truth of arguments.
- To have the ability to analyze the structure of an argument
- To analyze and formulate an argument according to the typology of the science of Logic
- Be able to use their knowledge to solve problems involving elementary mathematical concepts.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

By the end of this course the student will, furthermore, have developed the following skills:

- Search, analyze, and synthesize data and information
- Develop autonomous work capacity
- Developing cooperative capacity
- To develop criticism and self-criticism
- Team work
- Working in an interdisciplinary environment
- Promote creative and inductive thinking

(3) SYLLABUS

<p>The course includes the following sections:</p> <ul style="list-style-type: none"> • Introduction to the concept of Logic • Elements of Propositional Logic • Propositional logic terms and symbols • Arguments and forms of argumentation • Theoretical approaches to the creation and development of Logical-Mathematical Thought.
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Lectures, seminars and work face to face and work in groups	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) and e-class platform in teaching	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	Lectures (3 conduct hours per week x 13 weeks)	39
	Preparation of work in groups (8 conduct hours x 2 works)	12
	Preparation for the presentation of the work in power point	6
	The composition of the final work folder	10
	Hours for private study of the student and preparation of home-works (3 per semester),	58
	Course total	125 hours (total student work-load)
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <ul style="list-style-type: none"> - Written examination after the end of the semester which includes short-answer questions and problem-solving(60%) 	

<p><i>questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>- Presentation of group work (40%)</p>
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(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Getmanova, A. (1989). Logic. Progress Publishers, Moscow. • Papanoutsos, E. (1985). Logic. Dodoni Publications (in Greek). • Piaget, J. (1953). Logic and Psychology. Manchester University Press. • Piaget, J. (1966). General Psychological Problems of Logico-mathematical Thought. In E. W. Beth and J. Piaget (eds.) Mathematical Epistemology and Psychology, D. Reidel Publishing Company, pp. 163-190. • Portidis, D., Psyllos, S., & Anapolitanos, D. (2007). Logic. The structure of the argument. Nefeli Publications (in Greek) • Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes. Edited by Cole, M., John_Steiner, V., Scribner, S. & Souberman, E., Harvard University Press.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC 267	SEMESTER	4 th
COURSE TITLE	PLANNING ARTISTIC ACTIVITIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
workshops		2	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>specialised general knowledge</i>		
PREREQUISITE COURSES:	ART IN EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/PN1439/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will</i>
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acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the course, the students are expected to be familiar with the following:

- Main concepts, theories, educational progress search areas and models of art education.
- They are also expected to be able to plan art-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and evaluate the pedagogical impact of these activities

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Working independently
- Adapting to new situations
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The following topics are examined:

- Planning, implementation and evaluation of artistic activities in the primary education.
- Involvement of young children in the artistic process.
- Approach of artworks in the school environment.
- Connecting artistic education with other educational areas.

- Discussion of the aims and scopes of the art educational school programs.
- The expressive means.
- General requirements for the planning of artistic activities.
- Development of the children’s ability in relation to their age.
- Approaches in the teaching of arts.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, workshops)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Power Point</p> <p>Use of e-class (the e-learning platform of the University of Patras).</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>39</p>
	<p>Study and analysis of bibliography</p>	<p>26</p>
	<p>Students’private study</p>	<p>60</p>
<p>Course total</p>	<p>125</p>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are</i></p>	<p>I. Final written examination (50%):</p> <p>II. Workshop (50%)</p>	

<i>given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Βάος, Α., 2000, *Εικαστική αγωγή στην ελληνική εκπαίδευση. Ιστορική αναδρομή - προσεγγίσεις στη διδασκαλία της τέχνης*. Αθήνα, Ελληνικά Γράμματα.

Erstein, A., - Τρίμη, Ε., 2005, *Εικαστικές τέχνες και μικρά παιδιά. Ενισχύοντας τους μικρούς καλλιτέχνες*, Αθήνα, Τυπωθήτω – Γιώργος Δαρδανός.

Σάλλα, Τ.,1996, *Δημιουργική φαντασία και παιδική τέχνη*, Αθήνα, Εξάντας.

Scirrmacher, R., 1998, *Τέχνη και δημιουργική ανάπτυξη των παιδιών*, Αθήνα, Ίων.

Related academic journals:

The Journal of Aesthetic Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_360	SEMESTER	4 th
COURSE TITLE	POLITICAL SOCIOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge		
PREREQUISITE COURSES:	There is not prerequisite course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/ARCH239/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p>

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims at understanding the political phenomenon in its various versions: liberal democracy, authoritarian regimes, totalitarian political systems, dictatorships, traditional forms of government. In particular, the sociological conditions (social classes, social stratification, political culture, legitimation of political power) that enable the stability of a political system are analyzed. Also, the sociological features of liberal democratic societies are examined in relation to the different authoritarian political systems. Attention is given to the phenomenon of power in connection with ideology and political institutions, to understand their role in the stability and reproduction of the political system in question.

By the end of this course the student will be able to:

1. Understand the political phenomenon and its various interpretations or approaches (sociological, philosophical approach).
2. To Know the concept of ideology and its role in modern politics.
3. To know the content of ideologies and to be able to distinguish between ideologies and political parties.
4. Know that political regimes are based on different values, ideas or principles and can distinguish them.
5. Understand the notion of legitimacy and relate it to the political culture and to the stability of the political regimes.
6. Recognize the values of democracy and distinguish them from those of authoritarian regimes.
7. Understand the power phenomenon both in the field of society and in politics.
8. Understand the concept of political culture and the institutions that produce it (mainly family and school).
9. Be aware of the institutions of representative democracy and to understand their importance and their role in democratic politics.
10. Have a clear picture of Western democratic systems, their similarities and differences.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

Generally, by the end of this course the student will, furthermore, have developed the following general abilities (from the list above):

5. *Respect for difference and multiculturalism*
6. *Criticism and self-criticism*
7. *Adapting to new situations*
8. *Working in an international environment*
9. *Decision-making*
10. *Working independently*

By the end of this course the student will, furthermore, have developed the following skills (special abilities):

1. Participate actively in public affairs and social life.
2. Be advocates of democracy in their everyday lives.
3. Practice dialogue within the classroom.

(3) SYLLABUS

1. Analysis of the concept of political and political phenomena.
2. Ideology as a contemporary phenomenon and the main political ideologies.
3. Political systems, their physiognomy and their differences.
4. The phenomenon of power.
5. The legitimation of power.
6. The political culture and the institutions that cultivate it and influence it, with an emphasis on education.
7. Analysis of the state from a historical and theoretical point of view (the state in liberal and Marxist theory), the role of the state in modern society, the political system and the factors that influence its operation.
8. The political decision-making mechanisms (political parties, pressure groups).
9. The institutions of representative democracy (government, parliament, justice, state bureaucracy) and their role in government policy (which also includes education policy).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Lectures, face to face learning, open and critical discussion
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<i>Face-to-face, Distance learning, etc.</i>	on the subjects, individual works	
<p align="center">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p align="center"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the course through the e-class platform and use of slideshow software (PowerPoint).</p> <p>Use internet to show examples.</p>	
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p align="center"><i>Activity</i></p>	<p align="center"><i>Semester workload</i></p>
	Lectures (3 conduct hours per week x 13 weeks)	39
	Individual works - Progress Test	16
	Presentation - works commentary - discussion	10
	Hours for private study of the student and preparation of home-works	60
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><i>Language of evaluation: Greek</i></p> <p>Three alternatives of evaluation are offered:</p> <p>I. Written final exam with development questions (100%).</p> <p>II. Written final exam (50%) plus individual work (50%). It is a prerequisite for the student to have a graduate degree in the written final examination.</p> <p>III. Student file: two progress tests (80%), five individual works (20%). Some works are presented voluntarily by the students and are considered for their evaluation.</p> <p>The attendance and active participation of students in the</p>	

	course is considered. The evaluation criteria and alternatives are announced in the e-class.
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- 1. Basaran, T., Bigo, D., Guittet, E.-P., Walker, R.B. J. (eds). (2017). *International Political Sociology. Transversal Lines*. London: Routledge.**
- 2. Ball A. & Peters G. (2000). Modern politics and governance. Athens: Papazisis.**
- 3. Heywood A. (2000). Introduction to Politics. Athens: Polis.**
- 4. Notes of lecturers.**

- Related academic journals:

- 1. International Political Sociology, Oxford Academic.**
- 2. Political Science Books, University of Crete.**

3rd YEAR – 5th SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_510	SEMESTER	5
COURSE TITLE	PHYSICS EDUCATION FOR EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	general background (compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1520/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>Students are expected to be familiar with the basic concepts of the Didactics of Physics, the theoretical and educational characteristics of young children’s “naïve physics” and a series of findings from the research domain of Didactics of Physics about the ways in which preschoolers understand essential concepts concerning the world of the Physics.</p>																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<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 • Respect for the natural environment • Production of free, creative and inductive thinking 																			

(3) SYLLABUS

An introduction to the basic theories and concepts which lead to a Didactics of Physics for pre-school children and the strategies of development of relevant teaching activities (empiricist, Piagetian and sociocognitive strategies)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, lectures and team assignments	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint)	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	Lectures	46
	Assignment in teams	36
	Self-study	43
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written</i></p>	<p>Written examination at the end of the semester including multiple choice and open-ended questions (80%)</p> <p>Public presentation of assignments (20%)</p>	

<p><i>work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>a) Ravanis, K. (1999). <i>Science Education. Cognitive and didactic approach</i>. Athens: Editions Typothito [in Greek].</p> <p>b) Ravanis, K. (2016). <i>Introduction to Science Education and Science teaching</i>. Athens: New Technologies Editions[in Greek].</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_310A	SEMESTER	5th
COURSE TITLE	SOCIOLOGY OF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory activities and exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of science/Compulsory		
PREREQUISITE COURSES:	There are no prerequisite courses. However knowledge of the fundamental principles and chief theoretical currents of Sociology that were taught in the optional course in the 2 nd semester, entitled "Introduction to Sociology I", is useful.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No.		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42310 ; http://eclass.upatras.gr/courses/PN1493/		

(2) LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the</i>

successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The objective of the course is the presentation of the distinct theories that have developed in the scientific field of the Sociology of Education, the analysis of their corresponding epistemological – methodological directions with specific examples of research, and the encouragement of the critical occupation of the students with the main bibliographical sources of the Sociology of Education, as a separate area of study and analysis of educational reality.

On successful completion of the course, the students who have followed it systematically will be able:

- To explain the conditions in which the Sociology of Education was born and locate its main theoretical and research orientations.
- To define and explain the relationship between sociological theory and sociological research.
- To present and analyse the chief theoretical components of the separate outlooks that have developed in the scientific field of the Sociology of Education with which an attempt is made to explain and interpret educational reality (structuralism, conflict approaches, interpretative approaches and Weberian/neo-Weberian – combining theoretical approaches).
- To compare and critically approach the theoretical approaches that have developed in the scientific field of the Sociology of Education.
- To describe, analyse and explain the relationship between education and society through the specialised studies that have been written for scientific, research and teaching purposes.
- To use the appropriate concepts from the various theoretical approaches to analyse and explain sociological views of educational reality that are related to the means of implementation of teaching work in specific kinds of educational institutions.
- To refer to and describe the elements that make up the structure of the scientific research paper in the field of the Sociology of Education.
- To compare the main structural elements of a scientific sociological article with the accepted standards for the writing of scientific papers and to determine to some extent the gaps that may exist in its content.
- To approach and present scientific research papers that belong to the scientific area of the sociology of education, highlighting the theoretical examples on which they are founded, and the scientific – research methodology that is followed for their composition.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Independent work to answer laboratory type questions.
- Group work during the lessons for the approach to laboratory type activities.
- Pursuit, analysis and collation of data and information using ICT for the location and study of the appropriate scientific bibliography, related to the field of the sociology of education.
- Respect for diversity and multiculturalism.
- The exercise of critical thinking to find and study the content, and evaluate the quality of sociological scientific research articles.
- Promotion of free, creative and inductive thought for the application of the knowledge taught to specific educational examples.

(3) SYLLABUS

- Historical perspective and analysis of the creation of the scientific field of the Sociology of Education and the highlighting of its relationship with the broader field of Sociology.
- Sociological theory and sociological research in the scientific field of the Sociology of Education.
- The educational institution in the context of the macro-sociological approaches (structuralism and Marxist approaches).
- The functions of education in the context of interpretative approaches.
- Education in the context of combinatory perspectives.
- Special issues in the sociology of education: family and school, the contribution of education to social mobility, the profession of the teacher, the contribution of education to the phenomenon of social reproduction and how to deal with it.
- Laboratory: The scientific research article in the field of the sociology of education (searching, composition, analysis, evaluation/review).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face lectures and discussion of issues, analysis and critical approach to scientific texts, analysis and critical approach to visual texts (educational films).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power Point presentations during the teaching meetings/lectures, use of audio-visual means (video-documentaries) for the presentation of empirical examples, use of the electronic platform e-class to support the learning process.	
TEACHING METHODS <i>The manner and methods of teaching are</i>	<i>Activity</i>	<i>Semester workload</i>

<p><i>described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Lectures – discussions based on the thematic of the course (3 conduct hours per week x 9 weeks).</p>	<p>27</p>	
	<p>Seminars for the presentation and discussion of practical issues of sociological knowledge based on the content of visual texts(3 conduct hours per week x 2 weeks).</p>	<p>6</p>	
	<p>Laboratory theory seminar (3 conduct hours per week x 2 weeks).</p>	<p>6</p>	
	<p>Students' individual work for the writing of answers to laboratory type activities after each lesson.</p>	<p>20</p>	
	<p>Activities of a laboratory type (processing of and answers to questions, issues, visual text) that touch on thematic units of the course.</p>	<p>10</p>	
	<p>Finding, study and presentation of the basic elements of a research scientific article.</p>	<p>21</p>	
	<p>Individual study of the course material by the students.</p>	<p>35</p>	
	<p>Course total</p>	<p>125</p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art</i></p>	<p>The evaluation of the students takes place in two different ways based on their own preferences for their active (or not) participation in the learning processes of the particular cognitive objective. However, a prerequisite for participation in the exam process is realization of a compulsory laboratory exercise for the approach to, study and evaluation of the structural elements of a research scientific article (pass or no-pass):</p> <p>1st way: Final written examinations (100% of the mark).</p>		

<p><i>interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>2nd way: Participation in all the following educational actions:</p> <p>(a) Evaluation of the students' written answers <i>to laboratory type activities</i> which are linked to the taught syllabus and take place during the course (contributes 15% to the final mark).</p> <p>(b) <i>Evaluation of the students' answers to two activities</i> in which it will be necessary to analyse and explain the manner of operation of certain educational frameworks, using the sociological theory that they have been taught. The presentation of these educational contexts will take place through the content of two educational type visual texts (films) (contributes 20% to the final mark).</p> <p>(c) Evaluation of the results of an <i>exercise for the search for, location, and presentation of the content of a scientific research article</i> related to issues from sociology and education (15% of the final mark. And,</p> <p>(d) Participation in a final written exam, which will include a judgement question and require the analysis and explanation, using the theoretical sociological knowledge that has been taught, of a particular educational issue (contributes 50% to the final mark).</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Blackedge, D., & Hunt, B. (2004). *Sociology of Education*. Athens: Metaixmio.
- Lamnias, C. (2001). *Sociological Theory and Education*. Athens: Metaixmio.
- Banks, O. (2006). *Sociology of Education*. Thessalonica: Paratiritis Editions.
- Gewirtz, S., & Cribb, C. (2010). *Understanding education*. Athens: Metaixmio.
- De Queiroz, J.-M. (2000). *The school and its sociologies*. Athens: Gutenberg.
- Mylonas, T. (1998). *Sociology of the Greek Education*. Athens: Gutenberg.
- Nova, C. (2010). *Sociology of Education*. Athens: Gutenberg.

- Related academic journals:

- Assessment in Education
- British Journal of Sociology of Education
- Comparative Education
- Compare
- Contemporary Sociology
- Education Policy
- European Educational Research Journal
- Gender and Education
- Globalisation, Societies and Education
- International Studies in Sociology of Education

- **International Journal of Sociology of Education**
- **Italian Journal of Sociology of Education**
- **Journal of Curriculum Studies**
- **Journal of Sociology**
- **Qualitative Sociology**
- **Pedagogy, Culture & Society**
- **Research in the Sociology of Education**
- **Review of Education, Pedagogy, and Cultural Studies**
- **Sage Open**
- **Sociology of Education**
- **Social Problems**
- **Sociological Perspectives**
- **Social Research**
- **Sociological Research Online**
- **Symbolic Interaction**
- **The Sociological Quarterly**
- **The Sociological Review**

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_513	SEMESTER	5th
COURSE TITLE	TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION: PLANNING ACTIVITIES I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and Workshops	3+2	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the course "Pre-school Education".		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO	No		

ERASMUS STUDENTS	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1566/

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 							
<p>In this course the students approach specialized issues related to the design and implementation of educational activities and programs for kindergarten, at the level of a. theoretical lectures and seminars, b. workshops and implementation in the kindergarten classes.</p> <p>More specifically, students get in touch with the working and learning environment of kindergarten, the official curriculum and its accompanying documents, the design of teaching activities in daily and weekly basis as well as with the implementation in real class conditions and the reflection and assessment of their work based in structured axes for recording and commenting.</p> <p>After the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Identify the various characteristics of the working and learning environment of kindergarten (various types of classrooms, educational role, corners, equipment, ways of organizing them) • Select and integrate the official documents of the applying curriculum and use them for the educational design. • Design courses based on the official curriculum, using proper and multidisciplinary content and setting proper goals. • Select, design, reset training activities, according to the teaching plan and after taking under consideration the specific characteristics of each learning environment and is able to record them in specially structured for this purpose document. <p>Reflects on the implementation of the educational design (goals, educational role, learning strategies) and suggests possible improvements.</p>							
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td></td> <td><i>Respect for the natural environment</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>		<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>						
	<i>Respect for difference and multiculturalism</i>						
	<i>Respect for the natural environment</i>						

<i>Adapting to new situations</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Decision-making</i>	<i>Criticism and self-criticism</i>
<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>
<i>Team work</i>	.....
<i>Working in an international environment</i>	<i>Others...</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	.....

<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 • Decision-making • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Criticism and self-criticism • Production of free, creative and inductive thinking
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(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Working environment of the kindergarten (types, curriculum, employees-roles, rights and duties) • Learning environment of the kindergarten (space layout, corners, equipment, regulations, student ages) • Official documents that frame the applying curriculum and the daily, weekly and years program, goal of the preschool education and other goals. • Learning areas, teaching contents, types of activities and their organization in design basis. • Setting teaching goals. • Multidisciplinary teaching approach: design and implementation of daily /weekly program • Reflection on the educational role, assessment of the educational design
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face to face with all students; the whole group of students during lectures, smaller groups during workshops and in pairs in classrooms
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<ul style="list-style-type: none"> • E-class Institution's electronic (e.g. for communication, announcements, assignments, etc.) • presentation software (PowerPoint Software)

<i>Use of ICT in teaching, laboratory education, communication with students</i>		
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures supporting practicum (10 lessons X 3 teaching hours)	30
	Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)	9
	Practicum workshops (13 workshops X 2 teaching hours)	26
	Practicum / school visits (9 days X 5 teaching hours)	45
	Individual study & development of students' final portfolio	15
	Course total	<i>125</i>
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Presentation Teamwork (20%)</p> <p>II. Practicum Portfolio (80%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>1. Papandreou M. (2020). Participatory learning in preschool and early school age: Understanding children's languages and enhancing their participation in learning and</p>

research processes. Thessaloniki: Sofia Publications (in Greek).

2. McLachlan C., Fleer M., & Edwards S. (2017). Early Childhood Curriculum in preschool and early school age. M. Papandreou (ed.). Athens: Gutenberg - Giorgos & Kostas Dardanos (in Greek).

3. Birbili, M. (2015). Towards pedagogy of dialogue: The importance and the role of questions in preschool education. Thessaloniki: Sofia (in Greek).

- Related academic journals:

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_315	SEMESTER	5 th
COURSE TITLE	STATISTICS I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Laboratories		1	
Total		4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background and skills development (Compulsory course)		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://150.140.160.103/moodle/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course consists an introduction in the basic concepts for descriptive statistics and the quantitative research method. The main aim of this lesson is to familiarize the students with analyzing and presentation of the data that being collected during the investigation of social phenomena.

By the end of this course the student will be able to:

- Distinguish the main observations and to correspond them in suitable variables' type.
- Calculate the basic descriptive stats and to create frequencies tables.
- Select and construct suitable charts to present the distribution of a variable.
- Describe the association between two variables according to their type.
- Perform basic data analysis procedures in a specific software program
- Present the conclusions of data analysis, connecting them with the research questions.
- Plan quantitative survey about various educational issues, selecting suitable research tools.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>
<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 • Production of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The course includes:</p> <ul style="list-style-type: none"> • Introduction in the methodology of quantitative educational research. Levels of measurement, independent and dependent variables and control variables. • Qualitative variables distribution, grouped frequency distributions and the frequencies table. • Diagrams, bar chart, histogram, stem and leaf. • Descriptive measures of quantitative variables, measures of central tendency and variability. • Normal distribution, measures of Shape, Skewness and Kurtosis, boxplots, outliers, cumulative distribution function, transformations of variables, Standardized scores. • Contingency tables and marginal distributions, dependent and independent samples. • Covariances and linear Correlations, Pearson and Spearman coefficients, scatter diagram, simple linear regression.
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures and laboratory, face to face and group work.</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>The lectures content of the course for each chapter are uploaded on the Moodle, in the form of a series of ppt files and other teaching materials, where from the students can freely download them using a password which is provided to them at the beginning of the course.</p> <p>Use PowerPoint and Prezi</p> <p>During the laboratory will use specific software environment as: LibreOffice Calc, R και SPSS.</p>

<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 hours per week x 13 weeks)</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Laboratory practice (1 hour per week x 13 weeks)</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Compose final laboratory folder</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Hours for private study of the student</td> <td style="text-align: center;">48</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 hours per week x 13 weeks)	39	Laboratory practice (1 hour per week x 13 weeks)	13	Compose final laboratory folder	25	Hours for private study of the student	48									Course total	125
	<i>Activity</i>	<i>Semester workload</i>																			
	Lectures (3 hours per week x 13 weeks)	39																			
	Laboratory practice (1 hour per week x 13 weeks)	13																			
	Compose final laboratory folder	25																			
	Hours for private study of the student	48																			
Course total	125																				
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ol style="list-style-type: none"> 1. Final Examination(FE): open-ended questions and multiple choices 2. Written Work and Presentation (WWP) <p style="text-align: center;">Final Course Grade = FE*80%+ WWP*20%</p>																				

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

Katsillis, J. (1997). *Descriptive Statistics and applications to social sciences and education sciences*. In Greek, Athens: Gutenberg.

Katsillis, J. (1998). *The microcomputer in social sciences*, in Greek, Athens: Gutenberg.

Gialamas, V. (2005). *Statistical techniques and applications in education sciences*, in Greek, Athens: ΠΑΤΑΚΗ.

Gnardelis C. (2003). *Applied statistics*, in Greek, Athens: Παπαζήση.

Dafermos, V. (2005). *Social Statistics with SPSS*, in Greek, Thessaloniki: ZHTH.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.

Sovak, M. M. (2012). *Understanding Basic Statistics*, 640. <https://doi.org/10.2307/2685480>

Thomas, Q. (2012), *Excel 2010 for Educational and Psychological Statistics. A Guide to Solving Practical Problems*. New York: Springer.

Notes of lecturers in Greek.

3rd YEAR – 5th SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_540	SEMESTER	5 th
COURSE TITLE	MANAGEMENT, EDUCATIONAL PLANNING AND CONTROL		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, fieldwork, essays		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Optional Course)		
PREREQUISITE COURSES:	There is not prerequisite course. Students' knowledge from the course: "Principles of Educational Policy" is acknowledged.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	The language of instruction is Greek (in English, when it is demanded).		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr//courses/PN1495/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course aims to facilitate students acquiring the appropriate knowledge and skills in educational planning and control and reinforcing their research interests in the topic. By studying basic models of educational control (i.e.: centralization, decentralization, corporatism, pluralism) and by examining specific educational policy issues, students will understand and analytically approach the function of an educational system and of the school practices. An interdisciplinary approach to the field of social studies is also attempted in order to strengthen students' academic background and skills and enhance their professional identity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

The course aims at the development of the following general competences (please, see the list above):

1. Adapting to new situations

2. Decision-making

3. Working independently
4. Team work spirit
5. Working in an international environment
6. Working in an interdisciplinary environment
7. Production of new research ideas
8. Project planning and management
9. Respect for difference and multiculturalism
10. Respect for the natural environment
11. Showing social, professional and ethical responsibility and sensitivity to gender (and other) issues
12. Exercising criticism and self-criticism
13. Production of free, creative and inductive thinking

(3) SYLLABUS

The course examines:

- Models of educational control. Centralization, decentralization, pluralism, corporatism, the education interest groups approach
- The education decision-making process in Greece and in some other European countries from historical and comparative perspective
- The structure and administration of the Greek educational system through a historical perspective
- Decentralization and the school empowerment initiatives in the contemporary educational systems
- The case of the Greek and other European educational systems.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures, face to face learning, critical discussions on the subjects under consideration.</p> <p>Students are enforced to work in small groups and carry out projects (individual or collaborative work).</p>
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Lectures with the use of power point. Use of ICT in teaching and in the communication with students.</p> <p>Use of the e-class platform.</p>

TEACHING METHODS	Activity	Semester workload
<p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Lectures (3 hours per week x 13 weeks) Workshops on specific topics	39
	Study and analysis of bibliography and fieldwork	16
	Critical discussions on projects-essays Essay writing	10
	Students' individual study and homework	60
	<i>Course total</i>	<i>125</i>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>Language of evaluation: Greek</p> <p>The course is assessed by final written exams (short-answer questions, open-ended questions) (100%) (essays are taken into account).</p>	

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

Updated list of recommended books.

See, for example:

Earley, P. & Greany, T. (Eds.) (2017) *School Leadership and Education System Reform*, London: Bloomsbury.

Nir, A. (Ed.) (2009) *Centralization and School Empowerment: From Rhetoric to Practice*, New York: Nova Science Publishers.

Stoll, L., Taylor, C., Spence-Thomas, K, Brown, C. (2018) *Catalyst. An evidence-informed, collaborative professional learning resource for teacher leaders and other leaders working within and across schools*, London: UCL IOE Press.

Recommended International Journals:

British Journal of Educational Studies, British Journal of Sociology of Education, Journal of Education Policy, Comparative Education Review, Compare, Educational Management, Administration and Leadership (EMAL).

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_530	SEMESTER	5 th
COURSE TITLE	TEACHING MATHEMATICAL CONCEPTS IN EARLY CHILDHOOD EDUCATION: SPECIAL ISSUES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, works, and teaching intervention	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge and skills development		
PREREQUISITE COURSES:	Typically, there are not prerequisite course. Essentially, the students should have basic knowledge of theories of learning and teaching		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1409/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The lesson aims

- the deepening of the student in the mathematical concepts under negotiation in pre-school age,
- Design of teaching scenarios and their implementation in the classroom.

By teaching this lesson we expect the student to be able to:

- Know the in-depth mathematical concepts that are the subject of teaching in early childhood education, as well as mathematical concepts that the international literature claims can be taught at early school age.
- Be aware of research approaches suggested by the research of these concepts.
- Be able to plan a course lesson
- Be able to implement this course plan
- Have the necessary adaptability to possible difficulties, that may occur during teaching, and to properly orientate his / her lesson
- Organize the lesson to promote students' autonomy and teamwork
- Introduce mathematical concepts into appropriate pedagogical frameworks that stimulate student interest and promote the inquiry learning

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

By the end of this course the student will, furthermore, have developed the following skills:

- Ability to adapt to unpredictable and new situations
- Decision-making capacity
- Develop autonomous work capacity
- Developing cooperative capacity
- Developing project planning and management capacity
- Demonstrate social, professional and ethical responsibility and gender awareness
- Working in an interdisciplinary environment
- Production of new research ideas
- Promote free, creative and inductive thinking
- Exercise of criticism and self-criticism

(3) SYLLABUS

<p>The courses include the following sections:</p> <p>Introduction to the content of the course</p> <ul style="list-style-type: none"> • Designing scenarios of teaching mathematical concepts • The concept of mathematical activity • Teaching approach to concepts of space and geometric concepts • Teaching approach to the concept of the number and the four arithmetic operations • Special issues in mathematics teaching: the role of the language and the external representations • Implementation of classroom teaching
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, seminars and work face to face, work in groups and teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) and e-class platform in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 12 weeks)	36
	Preparation of work in groups (4 conduct hours x 3 works)	12
	Design of educational scenario and its implementation in kindergarten	15

<p><i>creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	by teams of two students (1X15h)	
	power point presentation of teaching intervention	12
	The composition of the final work folder	10
	Hours for private study of the student and preparation of home-works (3 per semester),	40
	Course total	125 hours (total student work-load)
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation:</p> <ul style="list-style-type: none"> - Works and public presentations during the semester (60%) - Presentation of the teaching intervention (40%) 	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Chassapis, D. (2000). <i>The teaching of basic mathematical concepts. Numerical and numerical operations.</i> Metaihmio, Athens (in Greek only). • Tzekaki, M. (2007). <i>Small pupils of mathematical significance.</i> Gutenberg, Athens (in Greek only) • Zacharos, K. (2015). <i>The Mathematical Activity in Preschool Education. Theoretical Approaches and Practical Applications.</i> Kambyli, Athens (2nd edition-in Greek only). • Vosniadou, S. (ed.) (1999). <i>The psychology of mathematics.</i> Gutenberg, Athens (in Greek only) • Zacharos, K. (2007). <i>The mathematical concepts in pre-school education and their teaching.</i> Methaihmio, Athens (in Greek only).
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_311	SEMESTER	5 th
COURSE TITLE	INTRODUCTION TO THE METHODOLOGY OF EDUCATIONAL RESEARCH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1482/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>
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• *Guidelines for writing Learning Outcomes*

The course aims at introducing the essentials of the methodology of educational research by providing an overview of the “research paradigms”, the main “methods” that are integrated in them, the data gathering “techniques”, the course of planning a research study and the ethical issues that need to be considered when planning and carrying it out.

By the end of the course, students are expected to:

- Be able to differentiate between the three “research paradigms” in the context of educational research, as well as recognize the basic ontological and epistemological assumptions lying at their rock bottom.
- Understand the shift from the “research problem” to the “objectives of the research” and finally to the “research questions”.
- Understand the essentials of a series of “methods” that are used within each of the three “research paradigms” and be able to choose the most suitable “method” according to the stated “research question”.
- Understand the course of planning a research study.
- Understand the ethical issues that researchers need to consider and the ethical guidelines they need to follow.
- Understand a series of data collection “techniques” and be able to recognize which is the most appropriate according to the “method” that has been chosen for addressing the stated “research question”.
- Understand the essentials of the ideas of “reliability” and “validity” | educational research.
- Be familiar with the usual structure of texts that report on educational research studies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	

- **Search for, analysis and synthesis of data and information**
- **Decision making**
- **Working independently**
- **Team work**
- **Showing ethical responsibility**
- **Criticism**
- **Promotion of free, creative and inductive thinking**

(3) SYLLABUS

The course is concerned with the following topics:

<ul style="list-style-type: none"> • Getting familiar with the educational research • The three “research paradigms” in educational research <ul style="list-style-type: none"> - Overview and underlying assumptions • Basic methods of quantitative research <ul style="list-style-type: none"> - Experimental: true experiment, quasi-experiment, one-group pretest-posttest design - Non-experimental: correlational research, survey • Basic methods of qualitative research <ul style="list-style-type: none"> - Phenomenology, ethnography, grounded theory, case study • Basic methods of mixed research <ul style="list-style-type: none"> - Mixed method research, mixed model research • Planning a research study • Ethics within educational research • Data collection “techniques” <ul style="list-style-type: none"> - Questionnaire, interview, focus group discussion, observation

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • In the classroom, face-to-face learning – Lectures (presentation and discussion of the topic in question, worksheet-based discussion, critical discussion of research papers) 										
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • The upatras e-class platform • PowerPoint presentations • Videos • E-mail 										
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #d3d3d3;"><i>Activity</i></th> <th style="background-color: #d3d3d3;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 hours per week x 13 out of 13 weeks)</td> <td>39</td> </tr> <tr> <td>Preparing for critical discussion of research papers</td> <td>16</td> </tr> <tr> <td>Individual study</td> <td>70</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 hours per week x 13 out of 13 weeks)	39	Preparing for critical discussion of research papers	16	Individual study	70	Course total	125
<i>Activity</i>	<i>Semester workload</i>										
Lectures (3 hours per week x 13 out of 13 weeks)	39										
Preparing for critical discussion of research papers	16										
Individual study	70										
Course total	125										
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p>	<ul style="list-style-type: none"> • Written examination with “multiple choice” and “short- answer” questions (100%) 										

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

- Cohen, L., Manion, L., Morrison, K. (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο.
- Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA: Pearson Education Inc.
- Johnson, B. & Christensen, L. (2004). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. USA: Pearson Education Inc.
- Springer, K. (2010). *Educational Research: A Contextual Approach*. USA: Wiley & Sons, Inc.
- Opie, C. (Ed.) (2004). *Doing Educational Research*. UK: Sage Publications.
- Muijs, D. (2004). *Doing Quantitative Research in Education*. UK: Sage Publications.
- Freebody, P. (2004). *Qualitative Research in Education: Interaction and Practice*. UK: Sage Publications.
- MacNaughton, G., Rolfe, S.A., & Siraj-Blatchford, I. (Eds) (2010). *Doing early childhood research: international perspectives on theory and practice* Maidenhead. UK: Open University Press.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_569	SEMESTER	5th
COURSE TITLE	TEACHING AND LEARNING IN EARLY CHILDHOOD SETTINGS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the course <i>Early Childhood Education</i> .		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1572/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this course, crucial aspects of the educational process and young children's learning are taken under consideration. Teaching methods applied in early childhood education are highlighted such as differentiated instruction, the way of posing questions, problem solving, integration of play, cooperation among children in the class and cooperation with children's families. Furthermore, the characteristics of different learning frameworks are defined (e.g. routines, play, explorations) and examples from real classroom situations are utilized in an attempt to enable students select and support methods that encourage children's participation and expression of ideas.

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

- Identify factors that influence the formulation of children's specific characteristics, as well as the contribution of these characteristics to the implementation of an educational program.
- Define the characteristics of different learning frameworks and combine teaching procedures that facilitate children's expression of their thinking and communication.
- Organize the axes for the implementation of differentiated educational activities in Kindergarten and associate the use of questions, play or problem solving taking under consideration children's differences.
- Analyze educational plans and assess to what extent does the implementation of different methods and strategies support learning and teaching.
- Design learning experiences selecting processes that strengthen interaction and cooperation among young children.
- Distinguish between different ways and combine criteria that will enable the development of family-school partnership educational programs.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the

Project planning and management

Respect for difference and multiculturalism

<i>necessary technology</i>	<i>Respect for the natural environment</i>
<i>Adapting to new situations</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Decision-making</i>	<i>Criticism and self-criticism</i>
<i>Working independently</i>	<i>Production of free, creative and inductive thinking</i>
<i>Team work</i>	.....
<i>Working in an international environment</i>	<i>Others...</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

- The course includes the following modules:
- Principles of learning and teaching in Early Childhood Education.
 - Issues that affect educational process – different characteristics of young children.
 - Learning frameworks in early childhood settings (routines, play, everyday situations, explorations, teacher-initiated activities).
 - Differentiated instruction (definition, basic elements).
 - Teaching methods and strategies.
 - The importance and the role that teacher’s and children’s questions play in education.
 - Play.
 - Problem solving.
 - Project approach.
 - Collaborative learning.
 - Family-school partnership.
- Note:**
- During the courses, students optionally work in groups of two in order to present relevant issues

that we discuss in the lectures based on Greek or English bibliography.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>-Face to face with all students -Students' presentations (teamwork)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-E-class: Institution's learning electronic platform (for communication, announcements, assignments etc.) -Presentations with the use of slideshow presentation programs (PowerPoint Software)</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures (10 lessons X 3 teaching hours)</p>	<p>30</p>
	<p>Work in small groups (3 lessons X 3 teaching hours)</p>	<p>9</p>
	<p>Study and analysis of bibliography</p>	<p>14</p>
	<p>Preparation and presentation of assignments</p>	<p>12</p>
	<p>Individual study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical</i></p>	<p>I. Summative written evaluation including open -ended questions and critical reasoning on examples of kindergarten classes' situations (80%). II. Presentation of group assignment (20%).</p>	

<p><i>examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Edwards, C., Gandini, L., & Forman, G. (eds) (2012). *The Hundred Languages of children: The Reggio Emilia approach to Early Childhood Education*. Athens: Patakis (in Greek).

Harris-Helm, J., & Katz, L. (2012). *The project method in Early Childhood Education*. Athens: Metexmio (in Greek).

Avgitidou, S. (ed.) (2008). *Play. Contemporary research and teaching approaches*. Athens: Typothito (in Greek).

Mpirmpili, M. (2015). *Towards a dialogue pedagogy: the importance and the role of questions in Early Childhood Education*. Thessaloniki: Sofia (in Greek).

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, Virginia USA: ASCD.

Sfyroera, M. (2007). *Differentiated Pedagogy*. "Kleidia kai antikleidia" Teaching methodology, Educational program for Muslim children. Athens: Ministry of education-University of Athens (in Greek).

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_555	SEMESTER	5 th
COURSE TITLE	MUSIC ACTIVITIES FOR KINDERGARTEN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
workshops		2	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	skills development		
PREREQUISITE COURSES:	Music Education 1, Music Education 2		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1440/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of the course, the students are expected to be familiar with the following:</p> <ul style="list-style-type: none"> • They are expected to be able to plan music-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and evaluate the pedagogical impact of these activities 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • Working independently • Adapting to new situations • <i>Decision-making</i> • Team work • Project planning and management • Production of new research ideas 																			

- **Respect for difference and multiculturalism**
- **Criticism and self-criticism**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

The following topics are examined:

- **Music education programs for the early childhood education**
- **Planning, implementation and evaluation of musical activities**

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate Studies</i>		
COURSE CODE	ESC_765	SEMESTER	5 th
COURSE TITLE	SCIENTIFIC MUSEOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises, project work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as reading course with international bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1404		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The main objective of the course is to provide the students with the ability to describe and analyze the characteristics and educational role of science and technology museums of as well as to design natural sciences education programs related to science and technology museums.</p> <p>After completing the course successfully, students will be able to:</p> <ul style="list-style-type: none"> - know the evolution, classifications and exhibition forms of the science and technology museums - be aware of the educational role of the science and technology museums as well as the relationship between the museum and formal education - describe and analyze the phenomenological characteristics, interpretation and educational role of science and technology museums - design natural sciences education programs related to science and technology museums, especially at the pre-school level 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • <i>Working independently</i> 																			

- *Team work*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Production of free, creative and inductive thinking*
- *Project planning and management*

(3) SYLLABUS

Unit 1: Introduction to science and technology museums and Scientific Museology

Unit 2: Informal and non-formal forms of science education

Unit 3: Categories of science and technology museums

Unit 4: The science and technology museum in Greece

Unit 5: The virtual science and technology museum

Unit 6: The educational role of the science and technology museum

Unit 7: Design of educational programs and teacher guides for science and technology museums

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (Lectures, discussion)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Educational visits	9
	Individual or group Project	26
	Individual study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek	

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>1. Written work on Web site analysis of science and technology museums (30%)</p> <p>2. Written work on in situ analysis of science and technology museums or the design of educational programs / museum guides (70%)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>1. Black, G. (2009). <i>Το ελκυστικό μουσείο</i>, Πολιτιστικό Ίδρυμα Ομίλου Πειραιώς</p> <p>2. Κολιόπουλος, Δ. (2017). <i>Η διδακτική προσέγγιση του μουσείου φυσικών επιστημών</i>, Εκδόσεις Μεταίχμιο.</p> <p>3. Νικονάνου, Ν., Μπούνια, Α., Φιλίππουπολίτη, Α., Χουρμουζιάδη, Α., Γιαννούτσου, Ν. (2015). <i>Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα</i>. Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών.</p> <p>4. Οικονόμου, Μ. (2003). <i>Μουσείο: Αποθήκη ή ζωντανός οργανισμός;</i> Εκδόσεις Κριτική.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_581	SEMESTER	5 th
COURSE TITLE	COGNITION AND LEARNING: THEORIES AND PRACTICAL IMPLICATIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development, specialised general background (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses. The student should have the basic theoretical background knowledge on developmental psychology and particularly on cognitive development.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1603/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>By the end of the course the students will be able to:</p> <ol style="list-style-type: none"> 2. Show complete understanding of the most important theoretical approaches on cognitive and developmental psychology regarding the students' cognitive development 3. Know the theoretical framework on representations, organization and re-organization of knowledge 4. Understand the difficulties that students face when they are instructed scientific concepts, mechanisms and explanations 5. Show critical thinking about the most appropriate practical implications that may overcome students difficulties and improve the learning outcomes 6. Design and apply the most effective instructional methods in teaching science concepts

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management Respect for difference and multiculturalism Respect for the natural environment
Adapting to new situations	Showing social, professional and ethical responsibility and sensitivity to gender issues
Decision-making	
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....

- Search for, analysis and synthesis of data and information
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course provides a complete examination on the following topics:

- Introduction to theoretical frameworks on cognition and learning Piaget, Vygotsky, Bruner
- Current theories on conceptual development and knowledge representation: Domain general and domain specific learning theories
- Learning as a process of organization and re-organization
- Conceptual change theories: theoretical and methodological issues
- Cognition and learning in specific fields: physical sciences, mathematics, biology, observational astronomy, history
- Ontological and epistemological presuppositions in learning
- Refutational texts and conceptual development
- Instructional analogies and conceptual development

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras. PowerPoint presentations. Laboratory education.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload	
	Lectures (3 conduct hours per week x 8 out of 13 weeks)	24	
	Working in groups (3 conduct hours per week x 5 out of 13 weeks)	15	

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	<p>Implementation of laboratory exercises</p>	<p>3</p>	
	<p>Preparation of home-works</p>	<p>26</p>	
	<p>Hours for private study of the student</p>	<p>57</p>	
	<p>Course total</p>	<p>125</p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> - Written examination using multiple choice questionnaires and short answer questions (50%) - Written team reports (30%) - Public presentation of team reports (20%) 		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Bjorklund, D. F. (2012). *Children's Thinking: Cognitive Development and Individual Differences*. USA: Wadsworth, Cengage Learning.
- Bransford, J.D., Brown, A.L. & Cocking, R.R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Carey, S. (2009). *The Origin of Concepts*. New York: Oxford University Press.
- Holt, J. (1983). *How children Learn. Classics in Child Development*. New York: Merloyd Lawrence.
- Holt, J. (1982). *How children Fail. Classics in Child Development*. New York: Merloyd Lawrence.
- Keil, F. (2014). *Developmental Psychology: The Growth of Mind and Behavior*. USA: W. W. Norton & Company Inc.
- Mooney, C. G. (2013). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. New York: Redleaf Press.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th edition). Pearson Education Inc.
- Siegler, R. DeLoache, J., & Eisenberg, N. (2011). *How Children Develop*. New York: Worth Publishers.
- Vosniadou, S. (2008). *International Handbook of research on Conceptual Change*. New York: Routledge.
- Wood, D. (1998). *How Children Think and Learn*. USA: Blackwell Publishing.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL STUDIES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_590	SEMESTER	5 th
COURSE TITLE	DIVERSITY AND EDUCATION IN GREEK DIASPORA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDIT S
LECTURES		3	4
LABORATORY& LIFE HISTORIES		1	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT: SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	Typically there are not prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek English (For communication with invited speakers and literature review)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42590		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at developing a holistic intercultural competence combined by diaspora awareness.

Diaspora awareness:

- Understanding of the various types of diaspora
- Be aware of the dynamics of community formation in diaspora
- Familiarize with diverse types of language education in diaspora
- Study diverse strategies of language maintenance

Knowledge & Comprehension:

- Cultural self-awareness;
- Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
- Culture-specific information;
- Sociolinguistic awareness

Skills:

- To listen, observe, and interpret
- To analyze, evaluate, and relate

Attitudes:

- Tolerance for Ambiguity - To meet new situations with mindfulness
- Open-mindedness - To respond in non-evaluative ways
- Flexibility - To shift frame of reference
- Respectfulness - To show respect & positive regard for others
- Adaptability - To adapt appropriately to particular situations
- Sensitivity - To convey empathy verbally & nonverbally
- Creativity - To engage in divergent thinking
- Curiosity and discovery (tolerating ambiguity and uncertainty)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

The general competences of the course refer to the deeper theoretical understanding of

- a) the processes of homogeneity and heterogeneity in the Greek diaspora (triadic relations);
- b) ethnicity, transnationality, new inequalities and new assimilation;
- c) the formation of Greek diaspora and new collectivities, the redefinition of the ethno-cultural identity, but also concepts such as "the other" and "the stranger", hybrid identities, cosmopolitanism, spatiality/third space etc.; and
- d) forms of Greek-language intercultural education in diasporic contexts.

Additional competences refer to:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

<p>This is an introductory theoretical course introducing theories of ethnicity, cultural ecumenism and relativism, as well as the formation of ethnocultural identities in the globalized environment of the Greek diaspora. Particular emphasis is given to:</p> <p>a) the processes of cultural homogenization and heterogeneity in the context of diaspora (eg ethnicity, transnationality and new assimilation);</p> <p>b) binaries such as "other" vs "foreigners";</p> <p>c) ethnicity and the formation of ethnic identities</p> <p>(d) the aspects of otherness (linguistic, cultural, religious, etc.) in the Greek diaspora (through the study of the essentialist tradition, the modern and the postmodern vision), and</p> <p>e) new spatialities, distance and time in the modern world. The course equips students with a basic understanding of the socio-cultural context that affects the formation of intercultural education in new social spaces such as the Greek diaspora. Thus, enabling them to be able to acquire intercultural awareness in the context of an interrelated world. Especially emphasis is given on the forms of Greek language provision in diasporic contexts and in the definition of diaspora itself.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face and Teleconference with invited guest speakers	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using E-Learning platform cgscholar https://cgscholar.com/ Using multimedia and power point presentations e-class platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Invited guest speakers/videos	7
	Laboratory practice	13
	Field work	26
	Life histories	10
	Project writing	30

	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	DESCRIPTION	Percentage (%)
	1st option	
	Essay (2000 words)	50%
	Final exam	50%
	TOTAL	100%
	2nd option	
	Action Research (in learning teams of 2-3 persons)	30%
	Midterm-Oral Presentation or self-evaluation test	20%
	Assignment (6000 words)	50%
TOTAL	100	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Arvanitis, Eugenia (ed.) (2006). Zacharias Vogiazopoulos. Bonegilla: Memories and Recollections of an Insider. Australian Greek Resource and Learning Centre, RMIT University, Melbourne.
- Eugenia Arvanitis. (2004). Greek Ethnic Schools in a Globalising Context <https://openjournals.library.sydney.edu.au/index.php/MGST/article/view/6308>
- Eugenia Arvanitis. (2014). Rethinking intercultural learning spaces: The example of Greek Language Schooling in Australia <http://ejupunescochair.lis.upatras.gr/index.php/ejupUNESCOchair/article/view/2184>
- Peter Pericles Trifonas, Themistoklis Aravossitas. (2014). Rethinking Heritage Language Education. Cambridge University Press.
- Peter Pericles Trifonas, Themistoklis Aravossitas. (2017). Handbook of Research and Practice in Heritage Language Education. Springer.

- Δαμανάκης, Μ. 2007. *Ταυτότητες και Εκπαίδευση στη Διασπορά*. Εκδόσεις Gutenberg, Αθήνα.
- Χρυσανθοπούλου, Β. 2016. Τόποι μνήμης στην καστελοριζιακή μετανάστευση και διασπορά. Εκδόσεις Παπαζήση, Αθήνα.

- *Related academic journals:*

- *The journal of Hellenic Studies* <https://www.cambridge.org/core/journals/journal-of-hellenic-studies>
- Common Ground <http://ee.commongroundpublishing.com/publications/journals#2>)
- *Diaspora studies* <https://www.tandfonline.com/toc/rdst20/current>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_579	SEMESTER	5 th
COURSE TITLE	EARLY EDUCATIONAL INTERVENTION: MODELS AND SUPPORT PRACTICES		
INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialised general knowledge, skills development	General background, specialized general knowledge (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1608/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
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The objective of this course is for the students to acquaint themselves with the different diagnostic categories that, based both on the Greek legislation and the national and international literature, define the group of young children with special educational needs and/or disabilities. Specifically, throughout this course, the systems of classification and the conceptual frames that refer to children with cases of: intellectual disability, autistic spectrum disorder, visual disability, hearing disability, social and emotional disabilities, speech difficulties and motor and/other other kinds of disabilities are developed. Moreover, the causes (biological, environmental as well as their combination) that are linked to each diagnostic category are discussed. Additionally, in the course, the evaluation systems that are applied by the official diagnostic entities of the country for the diagnosis of children with special educational needs and/or disabilities will be presented. At the same time, the dimension of the official evaluation/diagnosis of children with special needs and/or disabilities will be enriched by focusing on the importance of the descriptive pedagogic report which is filled in by the teachers. Finally, a series of empirically documented approaches that have been expanded in the international literature will be analyzed, whereas the Curricula for Special Education that are available in our country as regards to the rendering of specialized educational support to children whose disabilities are related to specific diagnostic categories will be presented.

With the successful completion of this course, the students are expected:

1. to know the different definitions that have been developed for specific diagnostic categories while developing a critical way of thinking;
2. to accustom themselves with the biological or environmental causes of each diagnostic category, as well as with their interplay as it applies in certain cases of children;
3. to be informed about the structure, the function and the processes that are being conducted by the official diagnostic entities of the country for the evaluation and diagnosis of children with special educational needs or/and disabilities; and
4. to understand the importance of the specialized educational support for specific groups of children with special educational needs or/and disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Working independently
- Working in an international environment
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

- Respect for difference and multiculturalism

(3) SYLLABUS

The course provides a complete examination on the following topics:

- **Thematic Unit 1:** Disability and early experience
- **Thematic Unit 2:** Pupils with intellectual disabilities – conceptualization, etiology, and evaluation
- **Thematic Unit 3:** Pupils with intellectual disabilities – educational approaches
- **Thematic Unit 4:** Pupils with autistic spectrum disorder – conceptualization, etiology, and characteristics
- **Thematic Unit 5:** Pupils with autistic spectrum disorder – educational approaches
- **Thematic Unit 6:** Pupils with visual disabilities – conceptualization, etiology, characteristics, and educational approaches for pupils with visual disabilities
- **Thematic Unit 7:** Pupils with hearing disabilities – conceptualization, etiology, characteristics, and educational approaches for pupils with hearing disabilities
- **Thematic Unit 8:** Pupils with physical disabilities – conceptualization, etiology, characteristics, and educational/therapeutic approaches for pupils with physical disabilities
- **Thematic Unit 9:** Pupils with speech difficulties – conceptualization, etiology, characteristics, and educational/therapeutic approaches for pupils with speech difficulties
- **Thematic Unit 10:** Pupils with emotional and behavioral difficulties – conceptualization, etiology, characteristics, and educational approaches for pupils with emotional and behavioral difficulties
- **Thematic Unit 11:** Diagnostic Centers that provide official diagnosis for pupils with special educational needs and/or disabilities in Greece: Referral and evaluation processes I
- **Thematic Unit 12:** Diagnostic Centers that provide official diagnosis for pupils with special educational needs and/or disabilities in Greece: Referral and evaluation processes II
- **Thematic Unit 13:** Descriptive pedagogical report: A crucial element in the relationship between school and support services provided by the Ministry of Education in Greece for pupils with special educational needs and/or disabilities

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Face-to-face learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	<ul style="list-style-type: none"> • Use of ICT in Education (PowerPoint presentations, video presentations) and communication with students • Use of the e-class platform of the University of Patras to support the learning process for students 	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester workload
	Lectures	26
	Study & analysis of bibliography	52
	Hours for private study of the student	47
	Course total	125

STUDENT PERFORMANCE EVALUATION	
<p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>XI. Written examination (100%) using:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Right-wrong questions, and - Open-ended questions <p>XII. Oral examination or any other alternative forms of examination for students with special educational needs and/or disabilities (100%)</p>

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> • Selected scientific papers available in the e-class platform of the University of Patras • Alevriadou, A., & Gkiauouri, S. (2009). Γενετικά σύνδρομα νοητικής καθυστέρησης [Genetic syndromes with intellectual disability]. Αθήνα: University Studio Press. • Cohen, I. (2003). Αξιολόγηση, ιατρικά ευρήματα, διαφορική διάγνωση και αντιμετώπιση [Assessment, medical evidence, differential diagnosis and treatment] (Σ. Μαυροπούλου, Μετάφρ.). Στο Σ. Νότας & Σ. Μαυροπούλου (Επιμ. έκδ.), Το πάζλ του αυτισμού. Πρακτικά διεθνούς επιστημονικού συμποσίου [The autism puzzle. Proceedings of the international scientific symposium] (σελ. 43-66). Λάρισα: Έλλα. • Faherty, C. (2000). Τι σημαίνει για εμένα; Ένα βιβλίο εργασίας που εστιάζει στην αυτογνωσία και σε θέματα ζωής για το παιδί ή το νέο άτομο με αυτισμό υψηλής λειτουργικότητας ή σύνδρομο Asperger. Ιδέες δομημένης εκπαίδευσης για το σπίτι και το σχολείο [Asperger's.... what does it mean to me? A workbook explaining self-awareness and life lessons to the child or youth with high functioning autism or Asperger's. Structured teaching ideas for home and school] (Β. Παπαγεωργίου, Μετάφρ.). Αθήνα: Ελληνικά Γράμματα. • Grandin, T., & Scarioano, M. M. (1995). Διάγνωση αυτισμός: Μία αληθινή ιστορία αυτιστικού ατόμου [Autism: A true story of a person with autism]. Αθήνα: Ελληνικά Γράμματα. • Heward, W. L. (2011). Παιδιά με ειδικές ανάγκες. Μία εισαγωγή στην ειδική εκπαίδευση [Exceptional children: An introduction to special education] (Επιμ. Α. Δαβάζογλου & Κ. Κόκκινος, Μετφρ. Χ. Λυμπεροπούλου). Αθήνα: Τόπος • Hodapp, R.M. (2005). Αναπτυξιακές θεωρίες και αναπηρία. Νοητική καθυστέρηση, αισθητηριακές διαταραχές και κινητική αναπηρία [Development and disabilities. Intellectual, sensory and motor impairments] (Επιμ., Α. Σιδέρη & Η. Σπανδάγου). Μεταίχμιο: Αθήνα. • Howley, M., & Arnold, E. (2005). Revealing the hidden social code: Social stories for people with autistic spectrum disorders. London: Jessica Kingsley Publishers. • Jacobson, W. H. (1993). The art and science of teaching orientation and mobility to persons with visual impairments. New York: AFB Press. • Kalyna, Ef. (2005). Αυτισμός: Εκπαιδευτικές και θεραπευτικές προσεγγίσεις [Autism: Educational and therapeutic approaches]. Αθήνα: Παπαζήσης. • Kourbetis, V., & Chatzorouli, M. (2010). Μπορώ και με τα μάτια μου. Εκπαιδευτικές προσεγγίσεις και πρακτικές για κωφούς μαθητές [I can with my eyes. Educational approaches and practices for deaf students]. Αθήνα: Καστανιώτης • Μανγορούλου, S. (2010). Αποτελεσματικές εκπαιδευτικές προσεγγίσεις και διδακτικές στρατηγικές για τα παιδιά στο φάσμα του αυτισμού [Effective educational approaches and didactic strategies for pupils
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in the autistic spectrum]. Στο Σ. Παντελιάδου & Β. Αργυρόπουλος (Επιμ. έκδ.), *Ειδική Αγωγή. Από την έρευνα στη διδακτική πράξη [Special Needs Education. From research to educational praxis]* (σελ. 83-134). Αθήνα: Πεδίο.

- Ministry of Education, Research and Religious Affairs M.D. 211076/ΓΔ4, Β' FEK 5614. (2018).
- Moores, D. F. (2007). *Εκπαίδευση και κώφωση: Ψυχολογική προσέγγιση, αρχές και πρακτικές [Educating the deaf: Psychology, principles, and practices]* (Επιμ., Α. Σιδέρη & Ε. Ντεροπούλου-Ντέρου, Επιμ.). Αθήνα: Ελληνικά Γράμματα.
- Newman, B. (2003). Εφαρμοσμένη ανάλυση συμπεριφοράς: Κατανοώντας τη φιλοσοφία της επιστήμης της συμπεριφοράς [Applied Behavior Analysis: Understanding the philosophy of behavioral science] (Ι. Τσιούρη, Μετάφρ.). Στο Σ. Νότας & Σ. Μαυροπούλου (Επιμ. έκδ.), *Το πάζλ του αυτισμού. Πρακτικά διεθνούς επιστημονικού συμποσίου [The autism puzzle. Proceedings of the international scientific symposium]* (σελ. 152-171). Λάρισα: Έλλα.
- Panteliadou, S., & Argyropoulos, V. (Eds.). (2011). *Ειδική Αγωγή: Από την έρευνα στη διδακτική πράξη [Special Needs Education. From research to educational praxis]*. Αθήνα: Πεδίο.
- Pedagogical Institute (2004). *Αναλυτικά προγράμματα σπουδών για μαθητές με ελαφρά και μέτρια νοητική καθυστέρηση [Curricula for students with mild to moderate intellectual disability]*. Αθήνα: ΥΠΕΠΘ-ΠΙ. Retrieved from www.pi-schools.gr
- Pedagogical Institute (2004). *Αναλυτικά προγράμματα σπουδών για μαθητές με αυτισμό [Curricula for students with autism]*. Αθήνα: ΥΠΕΠΘ-ΠΙ. Retrieved from www.pi-schools.gr
- Pedagogical Institute (2004). *Αναλυτικά προγράμματα σπουδών για μαθητές με προβλήματα ακοής για την πρωτοβάθμια εκπαίδευση [Curricula for students with hearing problems in primary education]*. Αθήνα: ΥΠΕΠΘ-ΠΙ. Retrieved from www.pi-schools.gr
- Pedagogical Institute (2004). *Αναλυτικά προγράμματα σπουδών για μαθητές με κινητικές αναπηρίες [Curricula for students with physical disabilities]*. Αθήνα: ΥΠΕΠΘ-ΠΙ. Retrieved from www.pi-schools.gr
- Pedagogical Institute (2004). *Διαφοροποιημένο Δ.Ε.Π.Π.Σ. και Α.Π.Σ. για τυφλούς μαθητές [A differentiated curriculum for students who are visually impaired]*. Αθήνα: ΥΠΕΠΘ-ΠΙ. Retrieved from www.pi-schools.gr
- Polemikos, A. (2010). Οι κινητικές αναπηρίες κατά τη σχολική ηλικία [Physical disabilities in school-aged children]. Στο Ν. Πολεμικός, Μ. Καϊλα, Ε. Θεοδωροπούλου, & Β. Στρογγυλός (Επιμ.). *Εκπαίδευση παιδιών με ειδικές ανάγκες: Μια πολυπρισματική προσέγγιση [Educating children with special needs: A multi-perspective approach]* (σελ 167-187). Αθήνα: Πεδίο.
- Polychronopoulou, S. (2004). *Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες. Νοητική υστέρηση: Ψυχολογική κοινωνιολογική και παιδαγωγική προσέγγιση [Children and adults with special needs and abilities. Intellectual disability: A psychological, sociological and pedagogical approach]* (Τόμος Β'). Αθήνα: Ατραπός.
- Presley, I., & D' Andrea F. M. (2008). *Assistive technology for students who are blind or visually impaired: A guide to assessment*. New York: AFB Press.
- Special Education of Persons with Disability and Special Educational Needs Act of 2008, ΠΙ 3699, Α' FEK §§ 199-1-37. (2008).
- Smith, D. D., & Tyler, N. C. (2009). *Introduction to special education: Making a difference (7th ed.)*. Prentice Hall.
- Vogindroukas, I., & Sherratt, D. (2005). *Οδηγός εκπαίδευσης παιδιών με αυτισμό [A guide for the education of children with autism]*. Αθήνα: Ταξιδευτής.
- Zoniou-Sideri, A., & Spandagou, I. (Eds.). (2004). *Εκπαίδευση και τύφλωση [Education and visual disability]*. Αθήνα: Ελληνικά Γράμματα.
- Zoniou-Sideri, A., Karagianni, P., Nteropoulou-Nterou, Ev., & Spandagou, I. (2004). *Προτάσεις για εκπαιδευτικούς που εργάζονται με τυφλούς μαθητές. Εξειδίκευση και επιμόρφωση εκπαιδευτικών [Recommendations for teachers working with students with visual disability]* (Τόμοι 1, 2, 3). Αθήνα: Κέντρο Έρευνας και Τεκμηρίωσης Ενταξιακών Προγραμμάτων.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_560	SEMESTER	5TH
COURSE TITLE	PEDAGOGICAL DESIGN WITH ICT IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, seminars	3	4	
Laboratory work	2	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional General knowledge, Skills development (Practical Experience)		
PREREQUISITE COURSES:	There are no prerequisite courses. It is purposeful for students to have successfully been examined in the "ICT in education" course (2nd year compulsory).		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1402/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course introduces students to theoretical and practical issues related to pedagogical design with the use of Information and Communications Technologies (ICT) in the educational process and especially in preschool and early childhood.

Firstly, the problematic of ICT integration into preschool and early childhood is presented and analyzed, while particular emphasis is placed on the position of ICT in the curriculum of the Greek Nursery and Primary School. Then, the contribution of constructivist, social cognitive and sociocultural theories of learning to the development of appropriate teaching and learning environments with ICT is studied, and basic concepts of Didactics and teaching strategies with ICT are analyzed. Finally, emphasis is put on the design and development phases of the educational scenario with ICT as well as on the application, critical analysis and assessment of the scenario in preschool and early school education classes.

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

- **Describe the main uses of ICT in the early childhood curriculum.**
- **Recognise the contribution of the main psychological theories to the design and development of teaching activities and educational scenarios.**
- **Describe the main features and basic functions of the principal categories of digital educational systems and early childhood school environments.**
- **Interconnect the content and the functions of educational software and digital environments with specific teaching subjects of the Kindergarten curriculum.**
- **Associate the use of educational software with teaching or learning problem tackling in Kindergarten.**
- **Select appropriate software or digital environments to address specific teaching or learning situations in Kindergarten.**
- **Work individually or collaboratively in order to analyze and synthesize data and information on a distance learning platform.**
- **Design individual teaching activities with the use of educational software or digital environment.**
- **Design educational scenarios with the use of educational software or digital environment.**

- **Apply teaching activities with the use of educational software or digital environment in classroom conditions (School Placement).**
- **Apply educational scenarios with the use of educational software or digital environment in classroom conditions (School Placement).**
- **Assess teaching activities with the use of educational software or digital environment and reflect on their application in classroom conditions (School Placement).**
- **Assess educational scenarios with the use of educational software or digital environment and reflect on their application in classroom conditions (School Placement).**
- **Approach critically the issue of the integration of digital technologies into Early Childhood Education.**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- **Search for, analysis and synthesis of data and information, with the use of the necessary technology**
- **Adapting to new situations**
- **Decision making**
- **Working independently**
- **Team work**
- **Working in an interdisciplinary environment**
- **Project planning and management**
- **Criticism and self-criticism**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

The theoretical lesson includes the following modules:

- 1. The problematic of the integration of Information and Communications Technologies (ICT) in preschool and early childhood education**
- 2. ICT in the Kindergarten and Primary School curriculum**
- 3. ICT in the preschool and first-school age teaching subjects**
- 4. Constructivist, social cognitive and sociocultural learning theories and ICT.**
- 5. Basic concepts of Science Didactics**
- 6. Teaching strategies and ICT**
- 7. The concept of pedagogical design: teaching and learning with ICT design models**
- 8. The concept of educational scenario with ICT**
- 9. Preschool and first-school age educational software**
- 10. Collaborative uses of ICT in preschool and early childhood education**
- 11. Digital toys and learning**
- 12. Infants' ideas and representations concerning computers and technology**
- 13. Critical analysis and assessment of educational software for preschool and childhood**

The workshop includes the following modules:

- 1. Preschool and early childhood Curriculum and ICT**
- 2. Closed-type software: multimedia applications, teaching systems, drill and practice exercises**
- 3. Pedagogical utilization of hypermedia software, concept mapping, digital encyclopedias and creativity development**
- 4. Pedagogical utilization of general purpose software (word processing, presentation software and spreadsheets)**
- 5. Pedagogical utilization of visualization and simulation software**
- 6. Familiarization with the basic tools of Web 2.0 (blog, wiki, portfolio, forum)**
- 7. Basic concepts of didactics, basic principles of learning & ICT theory**
- 8. Introduction to the concept of educational scenario: educational scenario development model**
- 9. The concept of representations and cognitive difficulties, introduction to the psychological and cognitive preparation activities of the teaching subject**
- 10. The concept of teaching strategies with ICT: teaching activities of an educational scenario**
- 11. The concept of teaching strategies with ICT: consolidation activities of an educational**

<p>scenario</p> <p>12. Assessment activities of an educational scenario & metacognitive activities</p> <p>14. Reflection: documentation report of educational scenario</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>In class, face-to-face (lectures), in laboratory (individual and group work)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the course through the e-class electronic platform of the University of Patras</p> <p>Use of the Moodle platform to conduct and post projects, provide visual material, discuss through forums, use of open video-lessons</p> <p>Use of presentation software (PowerPoint)</p> <p>Use of educational software</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures (13 out of 13 lessons X 3 hours)</p>	<p>39</p>
	<p>Workshopingroups with use of the Moodle platform (13 workshops X 2 hours)</p>	<p>26</p>
	<p>Composition of group project final dossier</p>	<p>20</p>
	<p>Application in class</p>	<p>20</p>
	<p>Independent Study</p>	<p>20</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation,</i></p>	<p>I. Oral final examination with public presentation (50%)</p> <p>II. Weekly written group assignments and final project (50%)</p>	

<p><i>other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>III. Application in class (on/off)</p>
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Komis, V., Introduction to the educational uses of Information and Communications Technologies, New Technologies Editions, Athens, 2004.</p> <p>Depover, C., Karsenti, T., Komis, V., (2007), Enseigner avec les technologies, PUQ.</p> <p>Komis, V. (2005). Introduction to the Didactics of Informatics, Kleidarithmos Editions.</p> <p>Avouris, N., Karagiannidis, Ch., Komis, V. (ed.) (2009). Collaborative Technology, Athens: Kleidarithmos Editions.</p> <p>Micropoulos, A., Bellou, I. (2010). Teaching with computers scenarios, Athens: Kleidarithmos Editions.</p> <p>Raptis, A. & Rapti, A. (2013). Learning and Teaching in the Information Society, Vol. 1, Athens: Aristotelis Raptis Editions.</p> <p>Roblyer, M.D., Doering, A.H. (2014). Educational Technology and Teaching, ION.</p> <p><i>- Related academic journals:</i></p> <p>Computers and Education (https://www.journals.elsevier.com/computers-and-education/)</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_670	SEMESTER	5 th
COURSE TITLE	DESIGNING AND PRESENTING AN EDUCATIONAL RESEARCH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises, project work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as reading course with international bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1430		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The aim of the course is to provide the students with the basic stages of elaboration of an empirical educational research, to familiarize themselves with the basic elements of the writing of such research and to elaborate and write a small educational research.</p> <p>After completing the course successfully students will be able to:</p> <ul style="list-style-type: none"> - know basic elements of elaboration and writing of an empirical educational research (formulation of research questions, strategies and techniques of empirical research, data collection) - work on a bibliographic research - seek, analyze and handle empirical data from questionnaires, interviews, group observation and text content analysis - elaborate and write a small empirical research 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • <i>Working independently</i> 																			

- *Team work*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Production of free, creative and inductive thinking*
- *Project planning and management*

(3) SYLLABUS

Unit 1: History, objectives, methods and types of educational research
Unit 2: Bibliographic research
Unit 3: Designing and presenting an educational research proposal
Unit 4: Formulating research problems, designating the theoretical framework and selecting the methodological approach
Unit 5: Production of primary data from a research sample
Unit 6: Various qualitative and quantitative techniques for data analysis
Unit 7: Presentation of educational research projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (Lectures, discussion)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the</i>	Activity	Semester workload
	Lectures	30
	Educational visits	9
	Individual or group Project	60
	Individual study	26
	Course total	125

ECTS	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek 1. Written bibliographical report (30%) 2. Writing a small educational research (70%)

(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Creswell, J.W. (2011). <i>Η έρευνα στην εκπαίδευση. Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας</i>. Εκδόσεις Ίων. 2. Bell, J. (1999). <i>Πώς να συντάξετε μια επιστημονική εργασία</i>. Εκδόσεις Μεταίχμιο. 3. Cohen, L., Manion, L. & Morrison, K. (2008). <i>Μεθοδολογία Εκπαιδευτικής Έρευνας</i>. Εκδόσεις Μεταίχμιο. 4. DeLandsheere, G. (1996). <i>Η εμπειρική έρευνα στην εκπαίδευση</i>. Εκδόσεις Τυπωθήτω.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_501	SEMESTER	5 TH
COURSE TITLE	UNIVERSITY PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (elective)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (reading course based on bibliography)		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42503		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course focuses on the basic dimensions of the field of University Pedagogy, as they have been developed both internationally and in Greece. In particular, issues such as the role and preparation of teaching staff, the characteristics of students, the theoretical approaches of adulthood with an emphasis on emerging adulthood and structural-developmental approach, the development of horizontal and social skills, as well as critical reflection skills, the design and targeting of the course, specific and/or innovative forms and methods of education at higher education level, as well as the evaluation and feedback of students are addressed.

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

- Describe the conceptual context of University Pedagogy.
- Recognise the differences between higher and other levels of education.
- Link University pedagogy with Adult Education.
- Define effective learning factors at the university.
- Analyse the role and characteristics of the university teacher.
- Distinguish the dimensions of emerging adulthood and the stages of the constructive-developmental approach, with emphasis on the developmental phase of students.
- Identify the characteristics of students as learners.
- Recognise the general, social and professional skills cultivated in the university context.
- Distinguish significant learning experiences at the university.
- Develop processes that aim at critical reflection and self-reflection.
- Analyse the design and evaluation requirements of a university course.
- Apply alternative and innovative university education methods.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical responsibility and sensitivity to gender issues

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information Adapting to new situations • Working independently • Team work • Respect for difference and multiculturalism • Adapting to new situations • Criticism and self-criticism • Production of new research ideas • Production of free, creative and inductive thinking 	

(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • The conceptual framework of University Pedagogy. • History of University Pedagogy. • The relationship between higher and other levels of education. • The relationship between University Pedagogy and Adult Education. • Effective learning factors at university. • The role and characteristics of the university teacher. • The dimensions of the emerging adulthood and the constructive-developmental approach. • The characteristics of students as learners. • General, social and professional skills. • Design and evaluation of a university course. • The concept of significant learning experience. • The concept of critical reflection and self-reflection. • Methods of development of the reflective process. • Alternative methods of university education.

3rd YEAR – 6th SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_605	SEMESTER	6 th
COURSE TITLE	BIOLOGY DIDACTICS FOR EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, Skills Development (Compulsory)		
PREREQUISITE COURSES:	There are no prerequisite courses. Nevertheless, it is purposeful for the students to have successfully completed the courses “Essential Topics of Human Biology” (1 st semester, optional) and “Essential Concepts of Ecology” (4 th semester, optional).		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with english bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1454/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>
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Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course aims at providing students with (a) a series of theoretical tools needed for introducing the biological world to preschoolers, and (b) contemporary research findings regarding the emergence and development of young children’s ideas about this world. Moreover, the course aims at providing students with the opportunity to practice the design of teaching/learning activities as well as more complex learning environments about living things, based on the above.

By the end of the course, students are expected to:

- Understand the ontological distinctions and reasoning devices within young children’s “naïve biology”.
- Be able to differentiate between the Piagetian and Meta-Piagetian views about learning, as well as how these affect the way we face preschool education about the biological world.
- Realize the significance of “constructivism” as a theoretical framework for designing and implementing learning environments for preschoolers.
- Be familiar with the logic and implementation of the “Inquiry-based Science Education” model in the context of Biology.
- Be familiar with a series of research findings about the ways in which preschoolers understand essential concepts concerning the biological world.
- Be familiar with a series of teaching/learning activities and more complex learning environments that have been suggested for preschoolers on the basis of the above.
- Be able to develop new teaching/learning activities or more complex learning environments regarding the concepts in question.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Decision making
- Working independently
- Team work
- Showing professional and ethical responsibility
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

<p>The course is concerned with the following topics:</p> <ul style="list-style-type: none"> • Introduction to “Biology Didactics” or “Biology Education Research” and its potential use for improving biology education. • Young children’s “naïve biology”. • “Piagetian” / “Meta-Piagetian” views on learning, “Constructivism”. • The model of “Inquiry-based Science Education” in the context of biological topics (“plant growth”, “plant Life Cycles”). • The concept of “living - non living” at preschool age. • The concept of “animal life cycles” at preschool age. • Concepts regarding “organisms within their environment” at preschool age. • Concepts regarding “human body and its functions” at preschool age. • The concept of family resemblance/inheritance at preschool age. • The concept of human reproduction at preschool age. • The concept of illness at preschool age.
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • In the classroom, face-to-face learning – Lectures (presentation and discussion of the topic in question, team, worksheet-based work and critical whole class discussion) 	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • The upatras e-class platform • PowerPoint presentations • Videos, video-taped lessons • E-mail 	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures (3 hours per week x 13 out of 13 weeks)	39
	Preparing for critical discussion of research papers from “Biology Didactics”	16
	Personal study	70
	Course total	125
<p>STUDENT PERFORMANCE</p>	<ul style="list-style-type: none"> • Written examination with “multiple choice” and “short- answer” questions (100%). 	

EVALUATION	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	

(5) ATTACHED BIBLIOGRAPHY

<ul style="list-style-type: none"> • Inagaki, K. & Hatano G. (2002). <i>Young Children's Naive Thinking about the Biological World</i>. UK: Psychology Press. • Eshach, H. (2006). <i>Science Literacy in Primary Schools and Pre-schools</i>. Dordrecht: Springer. • Mayer, E. (1997). <i>This is Biology</i>. USA: Belknap / Harvard. • Journal of Elementary Science Education • Journal of Biological Education • American Biology Teacher • Review of Science, Mathematics and ICT Education • International Journal of Science Education • Research in Science Education • Science Education • Journal of Research in Science Teaching
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_665	SEMESTER	6 th
COURSE TITLE	MUSIC IN PRESCHOOL EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
workshops	2	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background(compulsory course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1426/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of the course, the students are expected to be familiar with the following:</p> <ul style="list-style-type: none"> • They are expected to be able to plan music-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and evaluate the pedagogical impact of these activities • Be able to interact with children and offer them complete musical experiences utilizing their experiences. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<ul style="list-style-type: none"> • Working independently • Adapting to new situations • <i>Decision-making</i> • Team work 																			

- Project planning and management
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The following topics are examined:

- Music, man, culture
- Musical development in early childhood
- Theoretical perspectives and approaches to music education
- Music education programs for the early childhood
- Teaching music within Greek curriculum.
- Planning, implementation and evaluation of musical activities

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (lectures, workshops)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of Power Point Use of e-class (the e-learning platform of the University of Patras).	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Workshops	26
	Students' private study	60

	Course total	125	
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final written examination (100%)</p> <p>open-ended questions</p>		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Δογάνη Κ. (2012), Μουσική στην Προσχολική Αγωγή, Αθήνα: Gutenberg
2. Καραδήμου-Λιάτσου Π. (2003), Η μουσικοπαιδαγωγική στον 20ο αιώνα. Οι σημαντικότερες απόψεις για την προσχολική ηλικία, Αθήνα: EditionOrpheus (Νικολαΐδης)
3. Κοκκίδου Μ. (2015), Διδακτική της Μουσικής. Νέες προκλήσεις, νέοι ορίζοντες. Αθήνα: Fagotto

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_211	SEMESTER	6 th
COURSE TITLE	PLANNING AND APPLYING EDUCATIONAL ACTIVITIES IN KINDERGARTEN I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & implementation exercises	3+2	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the courses: 1. Early Childhood Education 2. Teaching and Learning in Early Childhood Education: Planning Activities I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1587/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this course the students approach specialized issues related to the design and implementation of

educational activities and programs for kindergarten, at the level of a. theoretical lectures and seminars, b. workshops, and implementation in the kindergarten classes. More specifically, students get familiarized with ways of framing teaching subjects in order to making them interesting and accessible to preschool pupils; the use of different systems of expression and symbolism; learning and teaching through play; routines, classroom rules' formation and the consequent learning opportunities; ways of enhancing the interaction between pupils and teachers; differentiated learning and instruction, as well as inclusion and support procedures for pupils with special educational needs.

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

- Identify different types of a. teaching subjects' framing, b. expression and symbolic systems, and c. play and games, and appreciate their role in kindergarten education
- Distinguish routines and rules applied in the classroom, at the learning centers, during program transitions, and accept their value as a learning framework
- Select and integrate different types of a. framing b. expression and symbolic systems, and c. play, into the educational programs that they design, in order to achieve interesting and developmentally appropriate learning activities
- Create and integrate routines and rules into the educational programs that they design, depending on the topics being approached and targeting to the development of learning opportunities for all pupils
- Plan the interaction between teacher and pupils in order to encourage the expression of children's ideas, knowledge and experiences on the subjects approached
- Organize teaching in line with pupils' different learning preferences and skills, by implementing strategies of differentiated approach to learning and teaching, practices of inclusion and relationships' strengthening
- Apply the educational activities/programs designed and evaluate their functionality, using assessment criteria related to the suitability of the educational choices made regarding: a. subjects' framing, b. the expression and symbolic systems, c. play and games, d. classroom routines/rules, and e. differentiating teaching strategies

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course includes the following modules:

- Teaching subjects' framework (types, uses, selection criteria)
- Different symbolic systems and modes of expression, in relation to the different types of activities and learning areas of the Curriculum Framework
- Classroom routines & rules (class, corner, transition, different circumstances) as a learning framework
- Spontaneous and structured play (types, added value, integration in the everyday curriculum)
- Interaction with pupils: discussion, questions (types, formalities), and short interviews
- Differentiated learning and instruction
- Inclusion for pupils with special educational needs (concepts, structures, framework and procedures)

Note:

a. The contents of the workshops are in line with the theoretical approaches developed in the lectures and are adapted to the needs of students and the recent educational developments. Teaching designs carried out in the workshops are applied by the students during daily kindergarten visits, and relevant data are collected on which critical reflection and educational assessment are performed.

b. Students work: individually, in pairs (in the kindergarten classroom), in small groups (about 5 students for the planning of the educational programs) and in larger groups (about 30 students for the preparation of the kindergarten visits), utilizing pre-designed worksheets for the recording of the educational plan, the implementation, reflection and assessment of the educational activities and programs applied.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>-Face to face with all students; the whole group of students during lectures, smaller groups during workshops and in pairs in classrooms</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-E-class: Institution's learning electronic platform (for communication, announcements, assignments etc.) -Presentations with the use of slideshow presentation programs (PowerPoint Software)</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures supporting practicum (10 lessons X 3 teaching hours)</p>	<p>30</p>
	<p>Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)</p>	<p>9</p>
	<p>Practicum workshops (13 workshops X 2 teaching hours)</p>	<p>26</p>
	<p>Practicum/school visits (9days X 5teaching hours)</p>	<p>45</p>
	<p>Individual study & development of students' final portfolio</p>	<p>15</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p>	<p>I. Presentation Teamwork (20%)</p>	

<p><i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>II. Practicum Portfolio (80%)</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Arvanitis, E., Vaos, A., Gasparatou, R., Ergazaki, M., Zacharos, K., Zogza, V., Kampeza, M., Karalis, Th., Koliopoulos, D., Komis, V., Kondyli, M., Koustourakis, G., Kiprianos, P., Mouriki, A., Balias, S., Parparousi, G., Politis, D., Poulou, M., Ravanis, K., Riga, V., Skopeliti, I., Stellakis, N., Sotiropoulos, L., Ifanti, A. (2016). *Current Research Trends in Preschool and First School Years Education*. Athens: New Technologies Publishing - New Tech Pub. (in Greek)

Kakana, D.M. (2008). *Group-cooperative teaching and learning. Theoretical approaches and educational perspectives*. Thessaloniki: Kyriakides Bros. (in Greek)

Moumoulidou, M., & Rekalidou, G. (eds.) (2010). *Small groups on education. Pedagogical, learning, animating approaches*. Athens: Tipothito-Dardanos. (in Greek)

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	42615	SEMESTER	6th
COURSE TITLE	THE MODERN GREEK EDUCATIONAL SYSTEM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, laboratory exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of Science/Optional		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English literature).		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42615		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>At the end of this course the students should be able to:</p> <ul style="list-style-type: none"> • To know the procedure of the educational decision making • To learn critically a historical text • To compose a paper in the field of the history of education 																			
<p>The following themes are examined:</p> <p>1. Formal, non-formal and informal education</p> <p>2. The education situation in the Greek speaking world before 1821.</p> <p>3. The principles that preside in the foundation and the evolution of the Greek education through a comparative scope.</p> <ul style="list-style-type: none"> • 4. The social perception of the school and the practices of the Greeks in the matter 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> • Having completed this course, students will have developed: A synthetic view of the main stages of the history of education inside and outside Greece. 																			

(3) SYLLABUS

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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	<ul style="list-style-type: none"> • Lectures • Brief student interventions
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<i>Face-to-face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Optional paper presentations • Optional group paper presentations 												
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICTs (powerpoints) in teaching, use of audio-visual means (video-documentaries) for the presentation of empirical examples, use of the electronic platform e-class to support the learning process..</p>												
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="687 445 1019 477"><i>Activity</i></th> <th data-bbox="1019 445 1348 477"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="687 477 1019 633">Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).</td> <td data-bbox="1019 477 1348 633">30</td> </tr> <tr> <td data-bbox="687 633 1019 853">Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).</td> <td data-bbox="1019 633 1348 853">9</td> </tr> <tr> <td data-bbox="687 853 1019 1010">Individual work by the students for the writing of answers to laboratory type activities after each lesson.</td> <td data-bbox="1019 853 1348 1010">42</td> </tr> <tr> <td data-bbox="687 1010 1019 1077">Private study by the students.</td> <td data-bbox="1019 1010 1348 1077">44</td> </tr> <tr> <td data-bbox="687 1077 1019 1144">Course total</td> <td data-bbox="1019 1077 1348 1144">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).	30	Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).	9	Individual work by the students for the writing of answers to laboratory type activities after each lesson.	42	Private study by the students.	44	Course total	125
<i>Activity</i>	<i>Semester workload</i>												
Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).	30												
Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).	9												
Individual work by the students for the writing of answers to laboratory type activities after each lesson.	42												
Private study by the students.	44												
Course total	125												
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Student evaluation will be achieved through the final exams.</p> <p>Course evaluation is constant and formative, and is mainly performed by the students</p>												

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> • Δημαράς, Α. (1974), <i>Η μεταρρύθμιση που δεν έγινε</i> (τεκμήρια ιστορίας), τ. Α', Β', Εστία, Αθήνα. • Δημαράς, Α. (2013), <i>Ιστορία της Νεοελληνικής Εκπαίδευσης, Το «ανακοπτόμενο άλμα». Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση</i>
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(1833-2000). Αθήνα.

- European Commission, (1996), Teaching and Learning. Towards the Learning Society, White Paper, Λουξεμβούργο.
- KantI., (1989), «Απάντηση στο ερώτημα: Τι είναι διαφωτισμός», στο Mendelssohn, Kant, κ.ά, «Απάντηση στο ερώτημα: Τι είναι διαφωτισμός», Κριτική, Αθήνα: 17-29.
- Κυπριανός, Π. (2009), *Συγκριτική ιστορία της ελληνικής εκπαίδευσης*, Βιβλιόραμα, Αθήνα.
- PiagetJ., (2000), *Περί παιδαγωγικής*, Ελληνικά γράμματα, Αθήνα

COURSE OUTLINE

(4) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_211	SEMESTER	6 th
COURSE TITLE	PLANNING AND APPLYING EDUCATIONAL ACTIVITIES IN KINDERGARTEN I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Workshops		3+2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background & skills development		
PREREQUISITE COURSES:	<p>There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the courses:</p> <ol style="list-style-type: none"> 1. Early Childhood Education 2. Teaching and Learning in Early Childhood Education: Planning Activities I 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO	No		

ERASMUS STUDENTS	
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1587/

(5) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course the students approach specialized issues related to the design and implementation of educational activities/ programs for kindergarten school children, at the level of a. theoretical lectures, b. workshops, and c. implementation in the kindergarten classes. More specifically, students get familiarized with ways of framing teaching subjects in order to making them interesting and accessible to preschool pupils; the use of different systems of expression and symbolism; learning and teaching through play; routines, classroom rules' formation and the consequent learning opportunities; ways of enhancing the interaction between pupils and teachers; differentiated learning and instruction, as well as inclusion and support procedures for pupils with special educational needs.</p> <p>After the successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of a. teaching subjects' framing, b. expression and symbolic systems, and c. play and games, and appreciate their role in kindergarten education • Distinguish routines and rules applied in the classroom, at the learning centers, during program transitions, and accept their value as a learning framework • Select and integrate different types of a. framing b. expression and symbolic systems, and c. play, into the educational programs that they design, in order to achieve interesting and developmentally appropriate learning activities • Create and integrate routines and rules into the educational programs that they design, depending on the topics being approached and targeting to the development of learning opportunities for all pupils • Plan the interaction between teacher and pupils in order to encourage the expression of children's ideas, knowledge and experiences on the subjects approached • Organize teaching in line with pupils' different learning preferences and skills, by implementing strategies of differentiated approach to learning and teaching, practices of inclusion and relationships' strengthening • Apply the educational activities/programs designed and evaluate their functionality, using

assessment criteria related to the suitability of the educational choices made regarding: a. subjects' framing, b. the expression and symbolic systems, c. play and games, d. classroom routines/rules, and e. differentiating teaching strategies

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(6) SYLLABUS

The course includes the following modules:

- Teaching subjects' framework (types, uses, selection criteria)
- Different symbolic systems and modes of expression, in relation to the different types of activities and learning areas of the Curriculum Framework
- Classroom routines & rules (class, corner, transition, different circumstances) as a learning framework

- Spontaneous and structured play (types, added value, integration in the everyday curriculum)
- Interaction with pupils: discussion, questions (types, formalities), and short interviews
- Differentiated learning and instruction
- Inclusion for pupils with special educational needs (concepts, structures, framework and procedures)

Note:

a. The contents of the workshops are in line with the theoretical approaches developed in the lectures and are adapted to the needs of students and the recent educational developments. Teaching designs carried out in the workshops are applied by the students during daily kindergarten visits, and relevant data are collected on which critical reflection and educational assessment are performed.

b. Students work: individually, in pairs (in the kindergarten classroom), in small groups (about 5 students for the planning of the educational programs) and in larger groups (about 30 students for the preparation of the kindergarten visits), utilizing pre-designed worksheets for the recording of the educational plan, the implementation, reflection and assessment of the educational activities and programs applied.

(6) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>-Face to face with all students -Workshops in smaller groups mainly through teamwork</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-E-class: Institution's learning electronic platform (for communication, announcements, assignments etc.) -Presentations with the use of slideshow presentation programs (PowerPoint Software)</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (13 lessons X 3 teaching hours)</p>	<p>39</p>
	<p>Workshops (13 workshops X 2 teaching hours)</p>	<p>26</p>
	<p>Practicum / school visits (9 days X 5 teaching hours)</p>	<p>45</p>
	<p>Individual study & development of students'</p>	<p>15</p>

	final portfolio	
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Presentation Teamwork (20%)</p> <p>II. Practicum Portfolio (80%)</p>	

(7) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Arvanitis, E., Vaos, A., Gasparatou, R., Ergazaki, M., Zacharos, K., Zogza, V., Kampeza, M., Karalis, Th., Koliopoulos, D., Komis, V., Kondyli, M., Koustourakis, G., Kiprianos, P., Mouriki, A., Balias, S., Parparousi, G., Politis, D., Poulou, M., Ravanis, K., Riga, V., Skopeliti, I., Stellakis, N., Sotiropoulos, L., Ifanti, A. (2016). *Current Research Trends in Preschool and First School Years Education*. Athens: New Technologies Publishing - New Tech Pub. (in Greek)

Avgitidou, S. (ed.) (2008). *Cooperative learning in early childhood education. Research and applications*. Athens: Gutenberg. (in Greek)

Kakana, D.M. (2008). *Group-cooperative teaching and learning. Theoretical approaches and educational perspectives*. Thessaloniki: Kyriakides Bros. (in Greek)

Matsaggouras, H. (2000). *Group-cooperative teaching and learning*. Athens: Grigoris Publications. (in Greek)

Moumoulidou, M., & Rekalidou, G. (eds.) (2010). *Small groups on education. Pedagogical, learning, animating approaches*. Athens: Tipothito-Dardanos. (in Greek)

3rd YEAR – 6th SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_230	SEMESTER	6 th
COURSE TITLE	ANTHROPOLOGY AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	NO		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>
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which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course explains how anthropology can be useful to education and focuses in particular on how teachers can use elements of the anthropological research method to understand better the class they teach.

At the end of the course students will:

- Know basic facts about social/cultural anthropology
- Know how fieldwork is conducted and how it can relate to education
- Know the limitations and the advantages of this research method
- Know the advantages of using this method to study educational environments
- Have grasped the complexity entailed in any educational act
- Have acquired a sensitivity in the need to “understand the other”
- Can relate fieldwork with educational practices
- Can relate anthropology to educational issues

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Adapting to new situations
- Working independently
- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Realizing the value of observation in the class where, as future education, one will teach
- Respect for students and control of prejudices

(3) SYLLABUS

<ul style="list-style-type: none"> • Examination of educational functions • Hidden curriculum • Reference to the width of education • Detailed examination of the research method of anthropology (fieldwork /participant observation) • Stages of fieldwork • Explanation of how fieldwork can be used to study educational acts/practices • Aspects of educational acts/practices that can be studied and elucidated through the use of fieldwork • What are the benefits for a teacher of the use of anthropological research method to study his/her class • Examination of how the anthropological research method has to be adapted for this purpose • Combination of the anthropological research method with other research methods (e.g. action research)
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, lectures, dialogue, small exercises in the class	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of Powerpoint and internet	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	Lectures (13 x 3 hours)	36
	Individual study	89
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE</p>		

EVALUATION	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written examination at the end of the term</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Anderson, G.H., Nihlen, K. & Nihlen, A. (1994). *Studying your own school*. Thousand Oaks: Corwin Press.

Anderson-Levitt, K. (ed.). (2012). *Anthropology of Education*. New York: Berghahn.

Evans-Pritchard, E.E. (1991). *Κοινωνική Ανθρωπολογία*. Αθήνα: εκδόσεις Καρδαμίτσα.

Firth, R. (1971). *Elements of Social Organization*. London: Tavistock Publications.

Kottak, C.P. (1999). *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. Boston: McGraw-Hill College.

Kvale, S. (1996). *InterViews: an introduction to qualitative research interviewing*. Thousand Oaks: Sage publications.

Μπαγάκης, Γ. (επιμ.) (2002). *Ο εκπαιδευτικός ως ερευνητής*. Αθήνα: Μεταίχμιο.

Spradley, J. (1980). *Participant Observation*. Chicago: Holt, Rinehart & Winston Inc.

Σωτηρόπουλος, Λ. (2013). *Ανθρωπολογία στην Εκπαίδευση*. Αθήνα: εκδόσεις Κριτική.

- Related academic journals:

Anthropology and Education Quarterly

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_625	SEMESTER	6th
COURSE TITLE	CURRICULUM & ASSESSMENT IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the course <i>Early Childhood Education</i> .		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1504/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course includes an introduction to basic issues of curriculum planning and assessment and focuses on essential components which apply to Early Childhood Curriculum. In addition, the role that assessment can play in shaping and organizing the educational procedure is highlighted through the study of different forms and tools of assessment for Early Childhood Education.

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

- Identify different theories, kinds of models and approaches that sit under a particular curriculum.
- Define the factors that affect curriculum planning and combine pedagogical perspectives that inform each curriculum.
- Critically study early childhood curricula and distinguish their essential components.
- Analyze examples of classroom implementations and select appropriate tools of assessment in order to apply *assessment for learning*.
- Design different processes to assess children's learning taking under consideration the National Curriculum as well as young children's needs.
- Acknowledge the necessity and promote the use of various sources of data for assessment in kindergarten as well as the development of meaningful communication and collaboration with children's families.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

<i>Decision-making</i>	<i>responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Definitions, classifications and main ideologies that underpin the design of Curricula. • Traditional Objectives-centered model (Tyler) • Process model • Research model • Structural elements of the curriculum (aims and objectives, content, teaching methods, assessment) • Assessment of learning and assessment for learning • Assessment tools in early childhood education • Observation and documentation • Portfolio • Self-assessment • Parent's participation in the assessment process <p>Note:</p> <p>During the courses, students optionally work in groups of two in order to present relevant issues that we discuss in the lectures based on Greek or English bibliography.</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>-Face to face with all students -Students' presentations/assignments (teamwork)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-E-class: Institution's learning electronic platform (for communication, announcements, assignments etc.) -Presentations with the use of slideshow presentation programs (PowerPoint Software)</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (10 lessons X 3 teaching hours)</p>	<p>30</p>
	<p>Work in small groups (3 lessons X 3 teaching hours)</p>	<p>9</p>
	<p>Study and analysis of bibliography</p>	<p>14</p>
	<p>Preparation and presentation of assignments</p>	<p>12</p>
	<p>Individual study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation</i></p>	<p>I. Summative written evaluation including open -ended questions and critical reasoning on examples of kindergarten classes' situations (80%). II. Presentation of group assignment (20%).</p>	

<i>criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Mclachlan, C., Fleer, M., & Edwards, S. (2017). *Early Childhood Curriculum. Planning, assessment and implementation*. Athens: Gutenberg (in Greek).

Tsafos, V. (2014). *Curriculum. Theoretical approaches and educational orientations*. Athens: Metexmio (in Greek).

Rekalidou, G. (2016). *Assessment in Kindergarten class. What, Why and How?* Athens: Gutenberg (in Greek).

Chatzigeorgiou, G. (2004). *Knowing Curriculum*. Athens: Atrapos. (in Greek).

Stenhouse, L. (2003). *An Introduction to Curriculum Research and Development*. Athens: Savalas (in Greek).

Kakana, D., Botsoglou, K., Chaniotakis, N., & Kavalari, E. (2006). *Assessment in education: Pedagogical and Teaching Dimension- 71 texts on assessment*. Thessaloniki: Kiriakidis Bros (in Greek).

Doliopoulou, E., & Gourgiotou, E. (2008). *Assessment in education emphasizing in early childhood education*. Athens: Gutenberg (in Greek).

Kelly, A.V. (2009). *The curriculum. Theory and Practice*. London: Sage.

Wortham, S. (2005). *Assessment in early childhood education*. Upper Saddle River, New Jersey: Pearson.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_627	SEMESTER OF STUDY	6 th
COURSE TITLE	LANGUAGE TEACHING II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Scientific area course (optional)</i>		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English language)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1488/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The lesson aims to strengthen students' knowledge on reinforcement practices of emergent literacy in Kindergarten.

Specifically, it focuses on the aims and the practices of literacy in Kindergarten, the curriculum and the way that children get involved with situations of reading and writing.

Finally, it helps students to develop their skills in order to design, apply and evaluate literacy activities in Kindergarten.

Upon successful completion of this course, students should be able to:

- Report the purposes and the aims of the practices, that derive from current scientific data, concerning the emergent literacy.
- Identify and justify the differences between the several literacy practices that apply in Kindergarten, based on several criteria.
- Refer and explain the aims and the suggested practices that are mentioned in the curriculum.
- Design and apply literacy activities such as creating multimodal texts, reading informative books, organising discussions and supporting vocabulary.
- Be able to process several text genres in projects.
- Evaluate team or individual work and design activities.
- Make good use of current didactics that deal with communication, language and literacy.
- Record and evaluate their own activities.
- Understand their important role in children's literacy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> ● Adaptation on new situations ● Decision-making ● Respect for Diversity and multiculturalism ● Teamwork ● Planning and management of projects.

(3) SYLLABUS

<ul style="list-style-type: none"> ● Curriculum: A literacy perspective. ● Literacy as a social practice. ● Literacy Reinforcement E ● Main and secondary targets of teaching language in Kindergarten. ● Text - centred approaches. ● Language and literacy activities in Kindergarten. ● Linguistic education and projects. ● Reinforcement of children's communicative and linguistic skills in several environments . ● Evaluation of linguistic education programmes.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class lectures - teamwork projects					
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	All class material available in class-web Communication via e-mail MS Office PowerPoint					
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures (8 from 13</td> <td style="text-align: center;">24</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures (8 from 13	24
Activity	Semester workload					
Lectures (8 from 13	24					

<p><i>analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	lessons X 3 hours)	
	Team- work (5 from 13 lessons X 3 hours)	15
	Project	86
	Course total	125
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Research presentation (30%)</p> <p>II. Project (70%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Helm, H. & Katz L. (2012). Μέθοδος Project και Προσχολική Εκπαίδευση: Μικροί Ερευνητές». Αθήνα: Μεταίχμιο.</p> <p>- Cecil, N.L., Baker, S. & Lozano, A. (2015). Striking a Balance: A comprehensive Approach to Early Literacy. London: Routledge [5th Edition].</p> <p>- Meyer, R.& Whitmore, K. (2017). Reclaiming Early Childhood Literacies: Narratives of Hope, Power, and Vision. [1st Edition]. London: Routledge.</p> <p><i>- Related academic journals: -</i></p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_629	SEMESTER	6th
COURSE TITLE	DIDACTICS OF INFORMATICS AND INFORMATION AND COMMUNICATIONS TECHNOLOGIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, projects	3	4	
Laboratory work	2	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General knowledge, Skills development		
PREREQUISITE COURSES:	There are no prerequisite courses. It is purposeful for students to have successfully been examined in the “ICT in education” course (2nd year compulsory) and the “Pedagogical Design with ICT in early childhood” course (3rd year)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1477/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course introduces the students to the theoretical and practical issues related to the teaching of Informatics and Information and Communications Technologies and leads them to acquire skills in design, development and assessment of appropriate teaching interventions (educational scenarios) aimed at learning basic concepts of Informatics (programming, general purpose software, Internet) and Robotics.

Firstly, the curriculum of Informatics and ICT in kindergarten and primary school is presented and analyzed in the context of the Computational Thinking approach. Then, the basic concepts of Didactics of Informatics (didactic triangle, didactic contract, didactic transformation, technological pedagogical contentknowledge, mental models, representations, etc.) and the main didactic strategies for the teaching and learning of Informatics and Robotics are studied.

Finally, basic programming environments for the learning of Programming (ScratchJr and Scratch) and Robotics (programmable robots, humanoid robots and robotics constructionsystems) are described and analyzed.

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

- **Describe the basic concepts of Didactics of Informatics and their application in the Kindergarten curriculum.**
- **Acknowledge the importance of Informatics and Robotics in modern curricula for the development of the Computational Thinking skill.**
- **Describe the main features and the basic functions of Logo-like programming environments.**
- **Describe the main features and basic functions of robotic systems (programmable robots, robotics construction kits).**
- **Interconnect the content and the functions of programming software and robotics environments with the Kindergarten curriculum.**
- **Select appropriate software or digital environments to address specific teaching or learning situations in the Kindergarten and Primary Education Informatics curriculum.**
- **Work individually or collaboratively in order to analyze and synthesize data and information on a distance learning platform.**
- **Design individual teaching activities with the use of programming software and**

robotics systems.

- Design educational scenarios with the use of programming software and robotics systems.
- Assess teaching activities with the use of robotics programming software and reflect on their application in classroom conditions.
- Approach critically the issue of the integration of specific technologies (programming and robotics) into preschool and early school age.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

.....

Working in an interdisciplinary environment

Others...

Production of new research ideas

.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The theoretical lesson includes the following modules:

1. ICT integration into education models: ICT as a teaching subject - ICT as a teaching and learning tool, the Computational Thinking approach

2. Basic concepts of Didactics of Informatics: didactic triangle and didactic contract, teaching models with ICT
3. Informatics and ICT curricula - the concept of didactic transformation and social reference practices - technological and pedagogical content knowledge
4. Mental models and representations concerning Informatics and ICT
5. Teaching strategies: cognitive conflict, problem solving, case study, conceptual change
6. Pedagogical design for the teaching and learning of Informatics and ICT
7. General software teaching approach (word processing, spreadsheet, etc.)
8. Logo-like Programming Languages: Logo environment, ScratchJr and Scratch Environments
9. Teaching approach of structured programming (algorithm, program, variables)
10. Algorithmic approach and teaching of basic programming structures (repetition, selection, recursion) - Programming and psychology
11. Teaching approach of modern programming examples (objects, messages, events, etc.)
12. Educational Robotics (programmable robots, humanoid robots)
13. Educational Robotics (robotics construction environments)

The workshop includes the following modules:

1. Programming in ScratchJr: Familiarization with the ScratchJr environment, familiarization with basic commands
2. Programming in ScratchJr: Using messages, scenes and events in ScratchJr
3. Programming in Scratch: Acquaintance with the Scratch Environment, familiarization with costumes and backdrop types
4. Programming in Scratch: Using messages, backdrops and looks - The selection structure, "if", "if then else", nested if structures
5. Programming in Scratch: Conditions, Repetitions with conditions, Variables, Sounds and music
6. ScratchJr as an integrated development environment, Program debugging / teaching activities design in ScratchJr
7. Robotics Environments: programmable robots (Bee-Bot, Probot, Thymio)
8. Robotics Environments: robotics construction environments (LegoWeDo)
9. Design of teaching activities with programmable robots
10. Educational scenario: educational scenario development model for Informatics and Robotics
11. Activities for teaching, comprehension and assessment of Robotic educational

<p>scenario</p> <p>12. Teaching, consolidation and evaluation activities of a Robotics educational scenario</p> <p>14. Reflection: documentation reports of teaching activities in ScratchJr and roboticsenvironmentand educational scenarios</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>In class, face-to-face (lectures), in laboratory (individual and group work)</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the course through the e-class electronic platform of the University of Patras</p> <p>Use of the Moodle platform to conduct and post projects, provide visual material, discuss through forums, use of open video-lessons</p> <p>Use of presentation software (PowerPoint)</p> <p>Use of educational software and robotic devices</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	<p>Lectures (13 out of 13 lessons X 3 hours)</p>	<p>39</p>
	<p>Workshopingroups with use of the Moodle platform (13 workshops X 2 hours)</p>	<p>26</p>
	<p>Composition of group project final dossier</p>	<p>20</p>
	<p>Application in class</p>	<p>20</p>
	<p>Independent Study</p>	<p>20</p>
	<p><i>Course total</i></p>	<p><i>125</i></p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical</i></p>	<p>I. Oral final examination with public presentation (50%)</p> <p>II. Weekly written group assignments and final project (50%)</p>	

<p><i>examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Komis, V. (2005). Introduction to the Didactics of Informatics, Athens: Kleidarithmos Editions.

Grigoriadou, M., Gogoulou, A., Gouli, E., Glezou, K., Boubouka, M., Papanikolaou, K., Tsaganou, K., Kanidis, E., Verginis, H., Doukakis, D. (2008). Teaching Approaches and Tools for teaching Informatics, Athens: New Technologies Editions.

Komis, V. (2004). Introduction to the educational applications of Information and Communications Technologies, Athens: New Technologies Editions.

Komis, V., Depover, C., Karsenti, T. (2010). Teaching with the use of Technology, promotion of learning, skills development, Athens: Kleidarithmos Editions.

Micropoulos, A., Bellou, I. (2010). Teaching with computers scenarios, Athens: Kleidarithmos Editions.

- Related academic journals:

Computers and Education (<https://www.journals.elsevier.com/computers-and-education/>)

COURSE OUTLINE

(4) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_675	SEMESTER	6 st
COURSE TITLE	RESEARCH METHODS - SOFTWARE FOR EDUCATIONAL RESEARCH		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge & Skills development (optional)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	-		

(5) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The main purpose of this course is for students to learn how to use software and computing tools at the basic stages of an educational research. More specifically, they will have the opportunity to carry out bibliographic research with computational environments (bibliographic databases), create bibliographic references, design data collection tools (eg online questionnaires), collect data using digital tools (recording and video recording), analyze data using qualitative and quantitative research software and present their results.

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

- Define a research problem and choose the right software to organize, collect, analyze and present the results of their research.
- Carry out a bibliographic review
- Formulate hypothesis / research questions
- Design a research plan (variables, sample, techniques)
- Conduct a research (online questionnaire design) and collect data with digital recording and digital video recording
- Use modern computing applications
- Analyze collected data through quantitative / qualitative analysis methods using transcription software for quantitative and qualitative data analysis.
- Interpret the results
- Present research findings with appropriate charts, tables, etc.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information with the use of the necessary technology
- Decision making
- Working independently
- Team work

- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Criticism and self-criticism

(6) SYLLABUS

The course includes the following modules:

1. The evaluation of a bibliographic review (access to digital resources - Google Scholar, Zotero, Academic Search, ERIC, Mendeley)
2. The research design plan (variables, samples, techniques)
3. The implementation of a research (digital questionnaire design - Survey Monkey, Google Forms)
4. The data collection with digital tools (Transana, Observer)
5. The analysis of collected data through quantitative / qualitative methods (use and interpretation of quantitative data analysis techniques with SPSS - use and interpretation of quality data analysis techniques with NVivo)
6. The presentation of research results (use of computational applications - utilization of graphs, tables, shapes for synthesis and visualization of research results)

(7) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures / Laboratory teaching Laboratory exercises on a weekly basis	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of ICT in Lectures / Laboratory Teaching / in Communication with Students • Use of general purpose software • Use of reference management software • Use of open source software • Use of data processing software 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	45
	Self-study	41
	<i>Course total</i>	<i>125</i>
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer</i>	I. Evaluation of laboratory worksheets (40%) II. Final examination (60%)	

<p><i>questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(8) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Bazeley, P. & Richards, L. (2000). <i>The NVivo Qualitative Project Book</i>. London: Sage Publications.</p> <p>Bazeley, P. (2007). <i>Qualitative data analysis with NVivo</i>. London: Sage publications.</p> <p>Cohen, L., & Manion, L. (1994). <i>Research methods in education</i>, Metahmio publication [in Greek]</p> <p>Creswell, W. J. (2009). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3rd ed.). SAGE Publications, Incorporated.</p> <p>Gibbs, R. G. (2007). <i>Analyzing Qualitative Data</i>, SAGE publications.</p> <p>Howard, K. & Sharp, A. S. (1998). <i>The management of a student research project</i>, εκδ.: Gutenberg. [in Greek]</p> <p>Vamvoukas, M. (1988). <i>Introduction to psycho-pedagogical research and methodology</i>. Athens: Grigoris. [in Greek]</p> <p>Yalamas, V. (2007). <i>Statistical techniques and applications in education sciences</i>. Athens, Pataki publications.</p> <p>Iosifidis, Th. (2003). <i>Analysis of qualitative data in social sciences</i>. Athens: Kritiki publications. [in Greek]</p> <p>Komis, V., Ergazaki, M. (2010). Analysis of quality data using software in M. Zembylas, A. Michaelidou -Euripidou & P. Kendeou (ed.), <i>Advanced research methods</i>. Open University of Cyprus, pp. 561-628. [in Greek]</p> <p>Kyriazi, N. (2002). <i>Sociological Research</i>, Athens: Ellinika Grammata. [in Greek]</p> <p>Panagiotakopoulos, Ch. & Sarris, M. (2017). <i>The Development of a Scientific Work with the Use of ICT, An Integrated Approach</i>, ION publications. [in Greek]</p> <p>-Related academic journals:</p> <p>Computers and Education (https://www.journals.elsevier.com/computers-and-education/)</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_740	SEMESTER	6 th
COURSE TITLE	SCIENCE EDUCATION ACTIVITIES FOR THE KINDERGARTEN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background (elective)		
PREREQUISITE COURSES:	PHYSICS EDUCATION FOR EARLY CHILDHOOD		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1579/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students are expected to be familiar with the development of a series of science activities

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Production of new research ideas
- Production of free, creative and inductive thinking

(3) SYLLABUS

Production and development of science activities (theoretical elements and trends, in-vitro and in-vivo approaches, work plans)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, lectures and team assignments</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint)</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>26</p>
	<p>Assignment in teams</p>	<p>56</p>
	<p>Self-study</p>	<p>43</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art</i></p>	<p>Public presentation of assignments (80%)</p> <p>Oral final examination (20%)</p>	

<i>interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>a) Special brochures and power-point from which evolves the lesson [in Greek].</p> <p>b) Ravanis, K. (1999). <i>Science Education. Cognitive and didactic approach</i>. Athens: Editions Typothito [in Greek].</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_620	SEMESTER	6 th
COURSE TITLE	INCLUSIVE PEADAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, specialized general knowledge and skills development (Optional course)		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42620		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The focal point of this course is the theory, methodology and empirical research that have been developed for the Early Intervention as well as its connection with the Early Childhood Education Intervention for children with developmental disabilities or children who are at risk of presenting difficulties in their development due to biological or environmental susceptibility. The analysis will also be oriented towards the processes of the early detection as well as the development of early intervention programs with the family of children with developmental disabilities being the focal point, on a first level (Individualized Family Service Plan). On a second level of analysis, emphasis will be put on the necessity of the development of high quality inclusive programs as regards the community of education for *all* children of preschool age (including children with developmental disabilities). Under this scope, the analysis will be enriched by the following dimensions: (a) Empirically documented interventions and practices that promote the access and participation of children with developmental disabilities in the activities of the class as well as in their interactions with their typically developing peers (such as: Universal Design for All, Embedded Interventions, Scaffolding Strategies, and Tiered Models of Instruction and Intervention), (b) Models and practices of cooperation between professionals as well as between professionals and the family, (c) The solution of grade retention, and (d) transition practices of children with developmental disabilities from preschool education to primary education.

With the successful completion of this course, the students are expected:

1. to know the semantic frame related to the Early Intervention and those elements that distinguish it or connect it with the Early Childhood Education Intervention;
2. to understand the importance of planning and applying support programmes focused on the family itself of children with disabilities (or who are on the border of developing difficulties in their development due to biological or environmental susceptibility);
3. to accustom themselves with a series of high quality policies that promote the individual goals as well as the access and participation of children with developmental disabilities in the cognitive and socially oriented processes that take place in inclusive contexts of preschool education rendering;
4. to critically approach the standard of grade retention as well as to argue in favour of the standard of transition among the educational degrees (preschool -> primary degree of education) under the scope of promoting the potential of children with developmental disabilities as well as of their educational inclusion; and
5. to understand the importance of cooperation and to be aware of the goals and the means of cooperation between the professionals who can work on/support early childhood inclusion (e.g., general and special preschool educators, psychologists, social workers, speech therapists, occupational therapists) as well as between school and the family.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

- Search for, analysis and synthesis of data and information
- **Working independently**
- **Team work**
- **Working in an international environment**
- **Working in an interdisciplinary environment**
- **Production of free, creative and inductive thinking**
- **Criticism and self-criticism**
- **Respect for difference and multiculturalism**

(3) SYLLABUS

The course provides a complete examination on the following topics:

- **Thematic Units 1 & 2:** The concept, goals, and content of early intervention for children with developmental disabilities and risk conditions. The relationship between early intervention and early childhood special education.
- **Thematic Unit 3:** Elements and dimensions of early detection/assessment: Implications for Early Intervention Programs
- **Thematic Units 4 & 5:** The family as the first-system for organizing early intervention programs for children with developmental disabilities or at risk – Individualized Family Service Plan
- **Thematic Unit 6:** Early childhood inclusion in Greece: Policy practices and research
- **Thematic Unit 7:** The quest for high-quality early inclusive programs
- **Thematic Unit 8:** Evidence-based practices for promoting access and participation of young children with developmental disabilities in classroom activities
- **Thematic Unit 9:** Evidence-based practice for prompting social interactions among young children with and without disabilities
- **Thematic Unit 10:** Early childhood inclusion and collaborative practices between professionals and, more specifically, between early childhood general and special education teachers
- **Thematic Unit 11:** Models of parent partnerships in early childhood inclusive programs
- **Thematic Unit 12:** Grade retention in kindergarten as an alternative way for supporting the educational needs of young children with developmental disabilities (or at risk): Issues and recommendations
- **Thematic Unit 13:** Child-care programs, early childhood education programs and primary school: Supporting early transitions for children with developmental disabilities (or at risk)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education,</i>	<ul style="list-style-type: none"> • Use of ICT in Education (PowerPoint presentations, video presentations) and communication with students

<i>communication with students</i>	<ul style="list-style-type: none"> Use of the e-class platform of the University of Patras to support the learning process for students 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	26
	Study & analysis of bibliography	35
	Hours of private study of the student	46
	Essay writing	15
	Course total	125
STUDENT PERFORMANCE EVALUATION		
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>XIII. Written examination (70%) using:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Right-wrong questions, and - Open-ended questions <p>XIV. Oral examination or any other alternative forms of examination for students with special educational needs and/or disabilities (70%)</p> <p>XV. Compulsory essay writing (30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p><i>- Related academic journals:</i></p> <ul style="list-style-type: none"> Selected scientific papers available in the e-class platform of the University of Patras Greek legislative frameworks on Special Needs Education Brown, W. H., Odom, S. L., & McConnell, S. R. (2008). <i>Social competence of young children: Risk, disability and intervention</i>. Baltimore, Maryland: Paul H. Brookes. Buysse, V. (2012). Access, participation, and supports. A framework for improving inclusive early education opportunities for children with disabilities. In R. C. Pianta, S. W. Barnett, Justice L. M. & Sheridan, S. M. (Eds.), <i>Handbook of early childhood education</i> (pp. 480-506). New York: The Guilford Press. Fyssa, A. (2015). Συγκριτική αξιολόγηση στρατηγικών-πρακτικών για την προώθηση των εκπαιδευτικών και κοινωνικών διεργασιών ένταξης παιδιών με ειδικές εκπαιδευτικές ανάγκες στο γενικό νηπιαγωγείο: Έρευνα πεδίου [Comparative assessment of strategies-practices that promote

the educational and social inclusion processes in the general kindergarten for children with special educational needs: A field research.] (Αδημοσίευτη Διδακτορική Διατριβή). Παιδαγωγικό Τμήμα Ειδικής Αγωγής, Πανεπιστήμιο Θεσσαλίας, Βόλος.

- Kornilaki, A. K., Kypriotaki, M. A., & Manolitsis, G. (Eds.). (2010). *Πρώιμη παρέμβαση: Διεπιστημονική θεώρηση [Early intervention: An interdisciplinary approach]*. Αθήνα: Πεδίο.
- Phtiaka, E. (Επιμ.). (2008). *Περάστε για έναν καφέ. Σχέσεις σχολείου και οικογένειας [Drop in for coffee. School-family relations]*. Ταξιδευτής: Αθήνα.
- Ramey, C. T., & Ramey, S. L. (2003). Early intervention: Optimizing development for children with disabilities and risk conditions. In M. L. Wolraich (Ed.), *Disorders of development and learning* (pp. 89-103). Hamilton: BC Decker.
- Reichow, B., Boyd, B. A., Barton, E. E., & Odom, S. L. (Eds.). (2016). *Handbook of early childhood special education*. Cham, Switzerland: Springer.
- Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul H. Brookes.
- Shonkoff, J. P., & Meisels, S. J. (Eds.). (2000). *Handbook of early childhood intervention*. USA: Cambridge University Press.
- Tsibidaki, A. (2007). *Παιδί με ειδικές ανάγκες, οικογένεια και σχολείο. Μια σχέση αλληλεπίδρασης [Child with special needs, family and school: An interactional relationship]*. Ατραπός: Αθήνα.
- Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T. (Eds.). (2011). *Quality measurement in early childhood settings*. Baltimore: Paul H. Brookes.
- Zoniou-Sideri, A. (Ed.). (2011). *Σύγχρονες ενταξιακές προσεγγίσεις [Contemporary inclusive approaches]* (Τόμος Β'). Αθήνα: Πεδίο.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Humanities and Social Sciences		
ACADEMIC UNIT	Department of Educational Sciences and Early Childhood Education		
LEVEL OF STUDIES	Undergraduate Studies		
COURSE CODE	ESC_330	SEMESTER	6 th
COURSE TITLE	INTRODUCTION TO NATURAL SCIENCES AND SCIENTIFIC CULTURE II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory exercises, project work	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as reading course with international bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1408		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The course will give the opportunity to students to become familiar with objects, events, phenomena, concepts and methods, as well as the cultural characteristics of natural sciences</p> <p>After completing the course successfully students will be able to:</p> <ul style="list-style-type: none"> - know and explain natural phenomena that are usually included in the curriculum of Preschool Education with the help of basic concepts of physics - know elements of the methodology of natural sciences - know elements of the cultural component of knowledge of natural sciences - use concepts and methodology of natural sciences to solve quality problems of natural sciences - use concepts and methodology of natural sciences to analyze laboratory data and produce conclusions derived from them - use concepts and methodology of natural sciences to design and implement preschool teaching activities 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		

- *Working independently*
- *Team work*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Production of free, creative and inductive thinking*
- *Project planning and management*

(3) SYLLABUS

Unit 1: Introduction to natural sciences and scientific culture
 Unit 2: Experimentation as a basic methodology in the natural sciences
 Unit 3: Sound and Waves
 Unit 4: Propagation of light (Light and shadows)
 Unit 5: Propagation of light (Light and color)
 Unit 6: Energy in the school laboratory, at home and in society
 Unit 7: Planning of natural science teaching activities in preschool education

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (Lectures, laboratory education, discussion)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	21
	Laboratory practice	18
	Individual or group Project	26
	Individual study	60
	Course total	125

STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek
<i>Description of the evaluation procedure</i>	<ol style="list-style-type: none"> 1. Written final examination with questions of knowledge and judgment (multiple choice and development) (40%) 2. Laboratory work (30%) 3. Report (Planning teaching activities) (30%)
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	

(4) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Hewitt, P. (2004). <i>Οι έννοιες της φυσικής</i>. Πανεπιστημιακές Εκδόσεις Κρήτης. 2. Κολιόπουλος, Δ. (2014). <i>Η ενέργεια στην εκπαίδευση</i>. Εκδόσεις Ίων. 3. Κουμαράς, Π. (2002). <i>Οδηγός για την πειραματική διδασκαλία της φυσικής</i>, Εκδόσεις Χριστοδουλίδη. 4. Κουμαράς, Π. (2015). <i>Μονοπάτια της σκέψης στον κόσμο της Φυσικής</i>. Εκδόσεις Gutenberg.
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ESC_305	SEMESTER	6
COURSE TITLE	EDUCATIONAL PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, seminars	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional General knowledge, skills development		
PREREQUISITE COURSES:	EDUCATIONAL PSYCHOLOGY I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1570/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

The course introduces students to learning theories and their implementation to teaching practice.

By the end of the course students will be able to:

- **Identify and critically implement some of the most prevalent learning theories in classroom (preschool education)**
- **Design research methods to investigate the implementation of learning theories in practice, according to teachers' perceptions**
- **Construct and conduct interviews with teachers in reference to learning theories**
- **Write an assignment combining literature and research in terms of learning theories**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- ***Adapting to new situations***
- ***Working independently***
- ***Team work***
- ***Design and implementation of research interviews***
- ***Criticism and self-criticism***
- ***Writing research assignment***

(3) SYLLABUS

The theoretical lesson includes the following modules:

- Study and critical consideration of the most prevalent learning theories (behavioral, cognitive, socio-cognitive) and their teaching implementation
- Critical implementation of learning theories in teaching preschool children
- Teaching Social and Emotional Learning with emphasis in teaching social and emotional skills through intervention programs
- Case studies
- Design and administration of research methods (interview)
- Analysis of interview data
- Writing a research assignment

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	In class, face-to-face (lectures), individual and group work	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Support of the course through the e-class electronic platform of the University of Patras	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures (10 out of 13 lessons X 3 hours)	30
	Conducting research (3 out of 13 lessons X 3 hours)	9
	Composition of final dossier	26
	Independent study	60
	Course total	125
STUDENT PERFORMANCE EVALUATION		

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Assignment</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Προτεινόμενη Βιβλιογραφία :

- Συναφή επιστημονικά περιοδικά:

1. Bigge, M. (2000). Θεωρίες Μάθησης για εκπαιδευτικούς. Αθήνα: Πατάκη
2. Foulin, J.N., Mouchon, S. (2002). Εκπαιδευτική Ψυχολογία. Μτφ. Φανιουδάκη. Αθήνα: Μεταίχμιο.
3. Lefrancois, G.R. (2004). Ψυχολογία της διδασκαλίας. Μτφ. Ι. Αποστολή. Επιμ. Μτφ. Α. Ραφτόπουλος. Αθήνα: Έλλην.
4. Μάνιου-Βακάλη, Μ. (1995). Μάθηση, Μνήμη, Λήθη. Θεσσαλονίκη.
5. Ματσαγγούρας, Η. (2003). Σχολική τάξη. Αθήνα: Γρηγόρης
6. Πόρποδας, Κ. (2003). Η Μάθηση και οι δυσκολίες της (γνωστική προσέγγιση). Πάτρα.
7. Slavin, R. (2006). Εκπαιδευτική ψυχολογία. Θεωρία και Πράξη. Μτφ. Ε. Εκκεκάκη, επιστημ. Επιμ. Κ. Κόκκινος. Αθήνα: Μεταίχμιο.

Ξενόγλωσση

1. Child, D. (2004). Psychology and the teacher. London: Continuum
2. Good, T.L & Brophy, J. (1997). Looking in classrooms. N.York: Longman.
3. Hayes, D. (2003). Planning, teaching and class management in primary schools. London: David Fulton Press.
4. Joyce, B., Calhoun, E. & Hopkins, D. (2002). Models of learning, tools for teaching. London: Open University Press

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_480	SEMESTER	6 th
COURSE TITLE	STATISTICS II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		1	5
Laboratories		3	
Total		4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background and skills development (optional course)		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://150.140.160.103/moodle/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course consists an introduction in the basic concepts for inductive statistics and the quantitative research method.

The main aim of this lesson is to familiarize the students with the various tests of inductive statistics for analyzing quantitative and qualitative data that being collected during the investigation of social phenomena.

By the end of this course the student will be able to:

- Describe the main phases of aquantitative research
- Select the suitable sampling method to construct a representative sample
- Formulate suitable research hypothesis depending on the research problem.
- Recognize and to apply basic hypothesis testing process
- Perform basic data analysis procedures in a statistical package.
- Present the conclusions of data analysis, connecting them with the research problem
- Approach modern issue of educational research critically
- Plan and to implement quantitative survey about various educational issues, selecting suitable research tools.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<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 • Production of new research ideas • Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The course includes:</p> <ul style="list-style-type: none"> • Random variable, probability function, cumulative distribution function. Bernoulli, Binomial, Poisson and Normal Distribution. • Sampling distribution, population, sample, Statistical inference, central limit theorem and t-distribution. • Point and interval estimation and one and two-sided confidence intervals. • Test hypotheses, null hypothesis, one and two - sided alternative hypotheses, significance level and type I and II errors. Parametric and non-parametric tests and data screening. • One - sample t - test for the mean, Test for a difference between two means (paired and unpaired). • F-distribution, one way analysis of variance (ANOVA) distribution, repeated measures and two way ANOVA. • Power analysis of a test, effect size and sample Size determination, non-parametric tests for independent (Mann-Whitney or Kruskal – Wallis test) and dependent (Wilcoxon test) samples. • Chi-square distribution, Chi-square test for goodness of fit, for homogeneity of proportions, and Chi-square for independence. • Linear correlation between quantitative variables (zero order) and partial correlation (higher order). Simple and multiple linear Regression, coefficient of determination (R squared).
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Lectures and laboratory, face to face and group work.
USE OF INFORMATION AND	The lectures content of the course for each chapter are

<p align="center">COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>uploaded on the Moodle, in the form of a series of ppt files and other teaching materials, where from the students can freely download them using a password which is provided to them at the beginning of the course.</p> <p>Use PowerPoint and Prezi</p> <p>During the laboratory will use specific software environment as: SPSS, R, PSpP and LibreOffice Calc.</p>																											
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (1 hour per week x 13 weeks)</td> <td align="center">13</td> </tr> <tr> <td>Laboratory practice (3 hours per week x 13 weeks)</td> <td align="center">39</td> </tr> <tr> <td>Compose final laboratory folder</td> <td align="center">50</td> </tr> <tr> <td>Hours for private study of the student</td> <td align="center">23</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td align="center">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (1 hour per week x 13 weeks)	13	Laboratory practice (3 hours per week x 13 weeks)	39	Compose final laboratory folder	50	Hours for private study of the student	23															Course total	125	
<i>Activity</i>	<i>Semester workload</i>																											
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<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<ul style="list-style-type: none"> (Two) Written Works and Presentations (WWP) <p align="center">Final Course Grade = (WWP_1+WWP_2)/2</p>																											

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *Related academic journals:*

Katsillis, J. (2006). Inductive statistics applied to science and education with emphasis on computer analysis. In Greek, Athens: Gutenberg.

Katsillis, J. (1998). The microcomputer in social sciences, in Greek, Athens: Gutenberg.

Gialamas, V. (2005). Statistical techniques and applications in education sciences, in Greek, Athens: ΠΑΤΑΚΗ.

Gnardelis C. (2003). Applied statistics, in Greek, Athens: Παπαζήση.

Dafermos, V. (2005). Social Statistics with SPSS, in Greek, Thessaloniki: ZHTH.

Black, T. R. (1999). Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. Sage.

Chatterjee, S., & Hadi, A. S. (2015). Regression analysis by example. JohnWiley&Sons.

Cohen, L. & Manion, L. (1994). Research methods in education, in Greek, Athens: Μεταίχμιο.

Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage.

Kanji, G. K. (2006). 100 statistical tests. Sage.

Thomas, Q. (2012). *Excel 2010 for Educational and Psychological Statistics. A Guide to Solving Practical Problems*. New York: Springer.

Notes of lecturers in Greek.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undgraduate</i>		
COURSE CODE	ESC_925	SEMESTER	6
COURSE TITLE	EMOTIONAL AND BEHAVIORAL DIFFICULTIES IN ORDINARY SCHOOLS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, seminars		3	4
Laboratory work		2	1
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional General knowledge, Skills development (Practical Experience)		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1569/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 																			
<p>The course introduces students to the study of the most frequent students' emotional and behavioral difficulties in ordinary schools, and the coping strategies for teachers, based on contemporary research findings. It also introduces the causal theories of these difficulties and some intervention programs for implementation in schools. It also presents case studies and diagnostical criteria of these difficulties.</p> <p>Upon the successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> Identify the main emotional and behavioral difficulties in students Critically implement the theoretical perspectives and implement intervention programs in schools Select the appropriate intervention strategies for each individual student with difficulties 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> Search for, analysis and synthesis of data and information Adapting to new situations Decision making Working independently 																			

- **Team work**
- **Production of free, creative and inductive thinking**
- **Respect for differences and multiculturalism**

(3) SYLLABUS

The theoretical lesson includes the following modules:

1. Description, taxonomy and causal theories for the emotional and behavioural difficulties
2. Aggression/Bullying
3. Attention Deficit Hyperactivity Disorder
4. Shyness/withdrawal/depressive symptoms
5. Peer difficulties
6. Achievement difficulties
7. Gifted children
8. Cooperation programs between school and other agencies for coping with emotional and behavioural difficulties

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>In class, face-to-face (lectures), individual and group work</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Support of the course through the e-class electronic platform of the University of Patras</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	<p>Lectures (13 out of 13 lessons X 3 hours)</p>	<p>39</p>
	<p>Workshopingroups (2 out of 13 lessons X3 hours)</p>	<p>6</p>
	<p>Composition of group project final dossier</p>	<p>30</p>
	<p>Application in class</p>	<p>20</p>
	<p>Independent Study</p>	<p>30</p>
	<p>Course total</p>	<p>125</p>
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple</i></p>	<p>I. Oral final examination (70%)</p>	

<p><i>choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>II. Application in class (30%)</p>
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(5) ATTACHED BIBLIOGRAPHY

1. Κολιάδης, Ε. (2010). Συμπεριφορά στο σχολείο. Αξιοποιούμε δυνατότητες, αντιμετωπίζουμε προβλήματα. Αθήνα: Γρηγόρη.
2. Κάκουρος, Ε. & Μανιαδάκη, Κ. (2004). Ψυχοπαθολογία παιδιών και εφήβων. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.
3. Κουρκούτας, Η. & Chartier, J.P. (2008). Παιδιά και έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές. Αθήνα: Τόπος.
4. Καλατζή-Αζίζι και Ζαφειροπούλου, Μ. (2004). Προσαρμογή στο σχολείο. Πρόληψη και αντιμετώπιση δυσκολιών. Αθήνα: Ελληνικά Γράμματα.
5. Ματσαγγούρας, Η. (2003). Σχολική τάξη. Αθήνα: Γρηγόρης
6. Slavin, R. (2006). Εκπαιδευτική ψυχολογία. Θεωρία και Πράξη. Μτφ. Ε. Εκκεκάκη, επιστημ. Επιμ. Κ. Κόκκινος. Αθήνα: Μεταίχμιο.
7. Evertson, C. & Weinstein, C. (2006). Handbook of classroom management. Research, practice and contemporary issues. London: Lawrence Erlbaum Associates.
8. Good, T.L & Brophy, J. (1997). Looking in classrooms. N.York: Longman.
9. Hayes, D. (2003). Planning, teaching and class management in primary schools. London: David Fulton Press.
10. Porter, L. (2007). Behaviour in schools. London: Open University
11. Woolfolk, A. (2004). Educational Psychology. N.York: Pearson.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_790	SEMESTER	6 th
COURSE TITLE	PLANNING AND EVALUATION OF ADULT EDUCATION PROGRAMS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background and skills development (elective)		
PREREQUISITE COURSES:	There are no prerequisite courses. It is recommended that students should have at least basic knowledge of lifelong learning and adult education.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (reading course based on bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1458/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is an introduction to the main issues of planning and evaluation of adult education programs and more generally of non-formal education programs. In educational activities of non-formal education, a system of interrelated factors and agents (such as trainers, trainees, space, time, curriculum), contribute to the initiation, development and completion of programs. In this course, all these factors and agents are examined, as well as typologies and models for the evaluation of non-formal education programs.

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

- Define the factors and agents of non-formal education programs, as well as their contribution to the program implementation.
- Recognize and analyze in a critical way the role of the wider context and of the socio-economic conditions in program planning and evaluation.
- Describe the elements to be considered while developing the logic model of an adult education program.
- Select, classify and adapt the input and output parameters to develop a coherent logic model for any type of program.
- Plan the appropriate actions for needs analysis, utilizing selected elements of the reference frame and the target population.
- Organize factors and agents based on the overall objectives of the program.
- Selects type and model for the evaluation in respect to the program objectives and the implementation context.
- Create tree structures of the criteria, objects, axes and indexes for the analytical evaluation of programs in diverse contexts of implementation.
- Apply pro rata the theoretical approaches for the planning and evaluation of adult education programs to programs with different target populations.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course

<i>aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

<ul style="list-style-type: none"> • Adaptingtonewsituations • Decision-making • Workingindependently • Teamwork • Project planning and management • Criticism and self-criticism 	

(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Legal framework of non-formal education and adult education programs • Motives and barriers to the participation of adults in lifelong education programs • Research findings on adult participation in educational programs in Greece • Factors in program planning and implementation • Agents in program planning and implementation • Program Theory and Logic Model • Educational needs analysis • Procedures in program planning and implementation • Typologies of evaluation • Models of evaluation • Key evaluation checklists <p><i>During the attendance of the course, students are working in groups of four to develop their proposal for the planning and evaluation of a hypothetical program they choose, filling a standard worksheet in a total of nine hours.</i></p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, lectures and team assignments</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint, Prezi)</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures (10 weeks X 3 hours per week)</p>	<p>30</p>
	<p>Assignment in teams (3 weeks X 3 hours per week)</p>	<p>9</p>
	<p>Portfolio of assignments</p>	<p>26</p>
	<p>Self-study</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>V. Written examination at the end of the semester including multiple choice and open-ended questions (60%)</p> <p>VI. Public presentation of assignments (40%)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Chassapis, D. (2000). *Planning, Organization, Implementation and Evaluation of Vocational Training Programs*. Athens: Metaihmio. [inGreek]

Jarvis, P. (2004). *Adult and Continuing Education, theory and practice*. Athens: Metaihmio. [inGreek]

Karalis, T. (2013). *Motives and barriers to participation of adults in lifelong education*. Athens: INE GSEE & IME GSEVEE. [in Greek]

Karalis, T. (2016). Cascade approach to training: theoretical issues and practical applications in non-formal education, *Journal of Education and Social Policy*, 3(2).

Karalis, T. (2017). Shooting a moving target: The Sisyphus boulder of increasing participation in adult education during the period of economic crisis, *Journal of Adult and Continuing Education*, 23(1), 78-96.

Karalis, T., & Papageorgiou, I. (2012). *Planning, implementation and evaluating of lifelong learning programs*. Athens: INE GSEE. [in Greek]

Kokkos, A. & Associates (2008). *Educating adult educators: evaluation study*. Athens: Hellenic Adult Education Association. [in Greek]

Stamboulis, M. G. (2017). *The Architecture of Planning and implementation of Continuing Vocational Education Programs*. Thessaloniki: University of Macedonia Press. [in Greek]

Vergidis, D., & Kokkos, A. (eds.) (2009). *Adult Education: international approaches and Greek tracks*. Athens: Metaihmio. [in Greek]

Caffarella, R. S., & Daffron, S. R. (2013). *Planning Programs for Adult Learners -A Practical Guide (3rd)*. San Francisco: Jossey-Bass.

- Related academic journals:

AdultEducation ["ΕκπαίδευσηΕνηλίκων"] (<http://www.adulteduc.gr/2015-01-24-15-04-00/2015-07-28-15-00-21>)

International Journal of Lifelong Education (<https://www.tandfonline.com/loi/tled20>)

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_930	SEMESTER	6th
COURSE TITLE	INTRODUCTION TO EPISTEMOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & group discussions s	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge (optional)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=98		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is a thematic introduction to some basic issues of modern epistemology and philosophy of science.

Upon completing this course students are expected to

- understand the nature of knowledge as part of the relationship between ourselves and the world
- develop thinking skills which improve our ability to acquire knowledge and make informed decisions
- use different reasoning and argumentation techniques

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- *Search for, analysis and synthesis of data and information*
- *Adapting to new situations*
- *Decision-making*
- *Working independently*
- *Team work*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Team work & discussion*

- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The following topics are thoroughly examined:

1. Introduction: what is wrong with my beliefs about the world?
2. Knowledge
3. Perception
4. Logic
5. Language
6. Emotions
7. Mind & body
8. Mathematics & natural sciences
9. Social sciences & humanities
10. Education
11. Truth

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras PowerPoint presentations Educational videos	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 8 out of 13 weeks)	24
	Group discussions facilitated by the teacher (3 conduct hours per week x 5 out of 13 weeks)	15
	Preparation of group discussions	20
	Hours for private study of the student	66

	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written examination using short answer questions (100%)	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Quine W. V. O. & Ullian J.S. (2002). The web of belief.

Russell, B. (2008). The problems of philosophy.

Goldman A. I. (2003). Knowledge in a social world. Oxford university Press.

Greco, J. & Sosa, E. (1999). Blackwell Guide to Epistemology. Blackwell Publishing.

BonJour, L. (2002). Epistemology: Classic Problems and Contemporary Responses. Rowman & Littlefield.

4th YEAR – 7th SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_825	SEMESTER	7 th
COURSE TITLE	AESTHETIC THEORIES AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, Study and analysis of bibliography		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (COMPULSORY)		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with an English-language bibliography)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1544/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>
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which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

By the end of this course the students are expected to:

- Demonstrate an understanding of the basic concepts and terms in aesthetics and the philosophy of art.
- Describe the role of aesthetics in understanding the nature of art and the aesthetic experience.
- Critically participate in theoretical discussions about art and the aesthetic experience.
- Identify the basic concepts involved in aesthetic education.
- Demonstrate an understanding of the aesthetic education's scope and significance.
- Present arguments regarding the influence of aesthetics on art education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Working independently
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

<p>Introduction to traditional and modern aesthetic theories. The course aims to provide access to the theoretical framework necessary to discuss questions concerning the status of art, the aesthetic phenomenon and the aesthetic experience. The course highlights the interrelation between aesthetics and aesthetic education, and advances the idea of aesthetic education as a practical philosophy.</p> <p>The following topics are examined:</p> <ul style="list-style-type: none"> • Art and representation • Art as expression • Contemporary aesthetic theories • Aesthetic perception • Aesthetic experience • Meaning in a work of art • Art and knowledge • Modernism and aesthetic education • Post-modernism and aesthetic education • Aesthetic education as practical philosophy
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face (lectures, study and analysis of bibliography)	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of Power Point</p> <p>Use of e-class (the e-learning platform of the University of Patras).</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	Lectures	39
	Study and analysis of bibliography	30
	Students' private study	56

<i>the hours of non-directed study according to the principles of the ECTS</i>	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Final written examination (85%):</p> <ul style="list-style-type: none"> - short-answer questions - multiple choice questions <p>II. Participation, based on close reading and discussion of selected texts in class (15%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Beardsley, M. C. (1989). <i>History of Aesthetic Theories</i>. Athens: Nefeli.</p> <p>Cometti, J.-P., Morizot, J., Pouivet, R., <i>Aesthetics Issues</i> (2005). Athens: Ed. Nissos.</p> <p>Feldman, E.B. (1996). <i>Philosophy of Art Education</i>. Upper Saddle River, N. Jersey: Prentice Hall.</p> <p>Young, J. (2001). <i>Art and Knowledge</i>. London & N. York: Routledge.</p> <p>Mouriki, A. (2003). <i>Transformations of the Aesthetics</i>. Athens: Nefeli.</p> <p>Poulos, P. (eds.) (2006). <i>Concepts of art in the 20th century</i>. Athens: Higher School of Fine Arts.</p> <p>- <i>Related academic journals:</i></p> <p><i>The Journal of Aesthetics and Art Criticism</i></p> <p><i>Contemporary Aesthetics</i></p> <p><i>The Journal of Aesthetic Education</i></p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_950	SEMESTER	7th
COURSE TITLE	TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION: PLANNING ACTIVITIES II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & implementation exercises		3+2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (compulsory)		
PREREQUISITE COURSES:	<p>There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the courses:</p> <ol style="list-style-type: none"> 1. Early Childhood Education 2. Teaching and Learning in Early Childhood Education: Planning activities I 3. Planning and applying educational activities in kindergarten I 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1567/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course, are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In this course the students approach specialized issues related to the design and implementation of educational activities and programs for kindergarten, at the level of a. theoretical lectures and</p>

seminars, b. workshops and implementation in the kindergarten classes.
 More specifically, the course is an in-depth study of learning design and organization of the learning environment. Moreover it is dealing with the implementation of educational programs and evaluation of the educational process. In particular the course focuses on the link of the theoretical approaches with the educational practice as well as on the importance of adaptability to the conditions of each educational framework.

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

- Define the learning objectives of the teaching program and choose the learning areas and the methodology used in the teaching approach.
- Recognize the conditions of the educational framework and adapt the teaching program in this framework.
- Utilise the possibilities offered by the learning framework in the design, organization and implementation of the teaching program.
- Bridge in line the theoretical approaches with the educational practices, both during the learning design and the implementation phase, as well as in evaluating the program.
- Organize and utilise pedagogically the student's portfolio in the educational process.
- Adopt collaborative learning in the kindergarten and apply collaborative techniques during teaching process.
- Design and evaluate educational programs, through the development of assessment techniques in the classroom, as well as through self-evaluation of the teaching work.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course includes the following modules:

- Design of educational programs and thematic approaches (deepening)
- Learning frameworks (learning scenarios, organised program, exploration, routines)
- Evaluation (types and ways of using it in educational approaches)
- The Nursery School Program (2014)
- Cooperation between children (importance of developing cooperative skills and methods / techniques)

<ul style="list-style-type: none"> • Task Folder-Student Portfolio (organization and exploitation) <p>Note that:</p> <ol style="list-style-type: none"> a. The contents of the accompanying workshops are in line with the application of the theoretical approaches, which are developed in the lectures and adapted not only to the needs of students but also to the educational developments. Learning designs carried out in the workshops are applied by students when they are visiting the kindergartens. On that basis, both a critical reflection and an educational assessment are performed. b. Students work in several ways: individually, in pairs (in the kindergarten classroom), in small groups (about 5 students in the planning of educational programs) and in larger groups (about 30 students in the preparation of educational programs), utilizing pre-designed worksheets for the implementation, reflection and assessment of practicum's educational activities and programs.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<ul style="list-style-type: none"> • Face to face with all students; the whole group of students during lectures, smaller groups during workshops and in pairs in classrooms 														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • e-class Institution's electronic (eg for communication, announcements, assignments, etc.) • Presentation software (PowerPoint Software) 														
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Activity</th> <th style="background-color: #d3d3d3;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures supporting practicum (10 lessons X 3 teaching hours)</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Practicum workshops (13 workshops X 2 teaching hours)</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Practicum / school visits (9 days X 5 teaching hours)</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Individual study & development of students' final portfolio</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures supporting practicum (10 lessons X 3 teaching hours)	30	Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)	9	Practicum workshops (13 workshops X 2 teaching hours)	26	Practicum / school visits (9 days X 5 teaching hours)	45	Individual study & development of students' final portfolio	15	Course total	125
Activity	Semester workload														
Lectures supporting practicum (10 lessons X 3 teaching hours)	30														
Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)	9														
Practicum workshops (13 workshops X 2 teaching hours)	26														
Practicum / school visits (9 days X 5 teaching hours)	45														
Individual study & development of students' final portfolio	15														
Course total	125														
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	<ol style="list-style-type: none"> I. Presentation Teamwork (20%) II. Practicum Portfolio (80%) 														

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Avgitidou, S. (2014). *Teachers as researchers and professionals: Supporting professional learning for participatory and cooperative education*. Athens: Gutenberg (in Greek)
2. Harris-Helm, J. & Katz, L. (2012). *The project approach in preschool and first year education*. Athens: Metaixmio. (in Greek)
3. Kakanas, Δ. & Simouli, G. (eds.) (2008). *Pre-school Education in the 21st Century: Theoretical and Didactic Approaches*. Thessaloniki: Epikentro. (in Greek)
4. Avgitidou, S. (ed.) (2001). *The game. Modern research and teaching approaches*. Athens: Typothito. (in Greek)
5. Birbili, M. (2008). *Towards a pedagogy of dialogue*. Athens: Gutenberg. (in Greek)

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_900	SEMESTER	7 th
COURSE TITLE	PSYCHOMOTOR AND PHYSICAL EDUCATION IN EARLY CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and laboratory work	3 (lect.) + 1 (lab.)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (compulsory)		
PREREQUISITE COURSES:	Typically, there are not prerequisite course. Essentially, the students should possess knowledge on physical and motor education.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1508/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course details the subject of physical education and its relation to the physical, social, emotional, and cognitive development of the child. Research studies that support the importance of motor activities in the development of multiple skills and attitudes, that are important for child's development in school and adult's life, are analysed. The main aim of the course is to give students a complete and in-depth picture of the relationship between physical and motor activity with the holistic development of the child, and motivate them, through the laboratory work, to integrate physical activity in the daily educational programme in the kindergarten, but also to show a positive attitude towards lifelong exercise and physical activity.

By the end of this course the student will be able to:

- Creatively and critically plan "open" activities of physical education, based on the special developmental characteristics and needs of all children, and involve them in their evaluation.
- Integrate physical education activities in the educational routine by using a "multidimensional" and "holistic" approach.
- Contribute to children's development of positive attitudes and experiences regarding health promotion and lifelong exercise.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information • Working independently • Team work • Working in an interdisciplinary environment • Project planning and management of educational programmes/projects • Respect for difference and multiculturalism • Respect for the natural environment • Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

<p>The following themes are examined:</p> <ul style="list-style-type: none"> • Function of the human body • Nutrition and childhood obesity • Physical development in early years • Motor development in early years • Principles of fitness development • Body training methods in Greek kindergarten • Psychomotor education and re-education • Physical education in kindergarten curriculum • Physical education today • Programmes design and training methods in physical education • Inclusive education of children with different physical abilities • The role of the educator • Systematic observation and evaluation of child's motor development
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face (theory is enriched by images, video presentations, networking, individual and group exercises, examples, educational material, laboratory work)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with</i>	<ul style="list-style-type: none"> • Use of e-class (the e-learning platform of the University of Patras) • Use of PowerPoint • Use of audiovisual (video)

<i>students</i>	<ul style="list-style-type: none"> Links to external websites (organisations, studies, programmes) 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	30
	Group and individual work, case studies	10
	Laboratory work	30
	Hours for private study of the student	55
	Course total	125 hours
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (70%) comprising:</p> <ul style="list-style-type: none"> short growth questions multiple choice questions designing educational activities <p>II. Laboratory work: written assignments, tests, mini projects, surveys (30%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Fischer, K. (2011). Introduction to psychomotricity. Athens: Ellin. [in Greek]</p> <p>Folio, R., Fewell, R. (2000). Peabody Developmental Motor Scales. Motor Activities Program. Austin, Texas: PRO-ED, Inc.</p> <p>Gallahue, D. (2002). Developmental physical education for today's children. Thessaloniki:</p>

University Studio Press. [in Greek]

Kampas, A. (2004). Introduction to motor development. Athens: Athlotypo. [in Greek]

Riga, V. (2017). Contemporary Physical Education Programmes at Kindergarten, in DESECE, University of Patras, Contemporary Research Trends in Preschool and First School Age. Athens: NewTech Pub, pp. 255-264. [in Greek]

Venetsanou, F. (2014). Exercising pre-school children. Thessaloniki: Salto. [in Greek]

Zimmer, R. (2007). Motor Education Handbook. Athens: Athlotypo. [in Greek]

Zimmer, P. (2007). Psychomotor manual. Theory and Practice of Psychomotor Intervention. Athens: Athlotypo. [in Greek]

- Related academic journals:

European Physical Education Review

European Psychomotricity Journal

Inquiries in Sport & Physical Education [in Greek]

Journal of Teaching in Physical Education

Physical Education and Sport Pedagogy

4th YEAR – 7th SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_785	SEMESTER	7 th
COURSE TITLE	ASSESSMENT AND PROGRAM PLANNING IN INCLUSIVE EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & laboratory exercises	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background, specialized general knowledge and skills development (Optional course)		
PREREQUISITE COURSES:	Prerequisite courses are the following: "Introduction to Special Education", "Pupils with Special Educational Needs and/or Disabilities", and "Early Intervention and Early Childhood Inclusion". Students should have successfully completed the above-mentioned courses at a grade of at least 7.5/10.00 (mean score).		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42785		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

This course is linked to the course “Practicum in Schools” which will partly take place in general kindergartens in the Prefecture of Achaia, wherein preschoolers with special educational needs and/or disabilities attend. One of the course's goals is for the students to acquaint themselves with the purpose, the function, the forms/ways and the characteristics of the effective assessment in inclusive education. Another goal is for the students to be able to develop and apply tools of systematic assessment, to interpret the results and, thereupon, to be guided towards educational decision making. This is a process which appears to be a prerequisite for the configuration of individual goals (long-term and short-term) that are included in the Individualized Education Program (IEP) for children with special educational needs and/or disabilities. Additionally, as a goal of this course, the education of students in processes of coordinating the program of the general education classroom (as it is guided by the Curriculum for General Preschool Education) and the IEP for pupils with special educational needs and/or disabilities. This process will be facilitated through the development of differentiated educational approaches for the promotion of fundamental cognitive skills (e.g., Language, Science, Math), social skills (e.g., skills of social interaction with peers), communicational skills (e.g., verbal and non-verbal skills) and motor skills (e.g., skills of fine and gross mobility and of visual-motor co-ordination).

With the successful completion of this course, the students are expected:

1. to be able to design assessment tools in order to accumulate in a systematic way information relating to the process of learning and integration of children of preschool age with special educational needs and/or disabilities;
2. to interpret correctly the data that arise from the educational assessment so that they can be led a posteriori to decision making and, thus, to the configurations of individual goals (configuration of Individualized Education Program);
3. to know the principles, the context, and the policies of the differentiated teaching; and
4. to apply the principles of the differentiated teaching so that they promote the individualized goals of students with special educational needs and/or disabilities in the context of the Curriculum for General Preschool Education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Criticism and self-criticism

Team work

Production of free, creative and inductive thinking

Working in an international environment

<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- 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
- Production of free, creative and inductive thinking
- Criticism and self-criticism
- Respect for difference and multiculturalism
- Decision-making
- Project planning and management

(3) SYLLABUS

The course provides a complete examination on the following topics:

- **Thematic Unit 1:** Purpose, aims and characteristics of effective assessment in special needs and inclusive education
- **Thematic Unit 2:** Assessment techniques-tools, data analysis, student’s learning profile, and decision-making
- **Thematic Unit 3:** Planning an Individualized Education Program
- **Thematic Units 4 & 5:** Differentiating instruction: Principles, Content, and Practices
- **Thematic Unit 6:** Case study – Promoting literacy and language development in mixed-ability classrooms
- **Thematic Unit 7:** Case study – Teaching mathematics in mixed-ability classrooms
- **Thematic Unit 8:** Case study – Teaching science in mixed-ability classrooms
- **Thematic Unit 9:** Case study – Teaching art in mixed-ability classrooms
- **Thematic Unit 10:** Case study – Promoting social and emotional competence in mixed-ability classrooms
- **Thematic Unit 11:** Case study – Teaching play skills in mixed-ability classrooms
- **Thematic Unit 12:** Case study – Promoting social communication (verbal and non-verbal) in mixed-ability classrooms
- **Thematic Unit 13:** Case study – Promoting motor skill development in mixed-ability classrooms

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of ICT in Education (PowerPoint presentations, video presentations) and communication with students • Use of the e-class platform of the University of Patras to support the learning process for students

TEACHING METHODS	Activity	Semester workload
<p>The manner and methods of teaching are described in detail.</p> <p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Lectures	26
	Study & analysis of bibliography	20
	Hours of private study of the student	43
	Designing and writing educational interventions	36
	Course total	125
	<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>XVI. Written examination (70%) using:</p> <ul style="list-style-type: none"> - Multiple choice questions - Short-answer questions - Right-wrong questions, and - Open-ended questions <p>XVII. Oral examination or any other alternative forms of examination for students with special educational needs and/or disabilities (70%)</p> <p>XVIII. Compulsory essay writing concerning the design of differentiated educational interventions in three areas of child development (30%)</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Selected scientific papers available in the e-class platform of the University of Patras
- Agaliotis, I. (2011). *Εκπαιδευτική αξιολόγηση μαθητών με δυσκολίες μάθησης και προσαρμογής. Το αξιολογικό σύστημα μαθησιακών αναγκών [Educational assessment of students with difficulties in learning and school adjustment. The assessment systems of educational needs]*. Αθήνα: Γρηγόρης.
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- Stroggilos, V., & Xanthakou, Y. (2008). Ο σχεδιασμός του εξατομικευμένου εκπαιδευτικού πλάνου [Designing an individualized education plan]. Στο Α. Κοντάκος & Φ. Καλαβάσης (Επιμ. έκδ.), *Θέματα εκπαιδευτικού σχεδιασμού [Issues in instructional design]*. Συλλογικός τόμος ΤΕΠΑΕΣ. Αθήνα: Ατραπός.
- Tomlinson, C. A. (2010). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας. Ανταπόκριση στις ανάγκες όλων των μαθητών [The differentiated classrooms. Responding to the needs of all learners]*. Εκδόσεις Γρηγόρη: Αθήνα.
- Ζώνιου-Σιδέρη, Α. (2011). (Επιμ.) *Σύγχρονες ενταξιακές προσεγγίσεις [Contemporary inclusive approaches]* (Τόμος Β'). Αθήνα: Πεδίο.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL STUDIES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_830	SEMESTER	7 th
COURSE TITLE	INTERCULTURAL TEACHER EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	4	
ACTION RESEARCH LABORATORY	1	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT: <ul style="list-style-type: none"> • Teacher's intercultural competence and Communication SPECIALISED GENERAL KNOWLEDGE PROJECT – BASED LEARNING		
PREREQUISITE COURSES:	No prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek English (For literature review and communication with invited speakers)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42830		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This course aims at developing a holistic intercultural competence combined by communication skills.

Knowledge & Comprehension:

- Cultural self-awareness;
- Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
- Culture-specific information;
- Sociolinguistic awareness

Communication Skills:

- To listen, observe, and interpret
- To analyze, evaluate, and relate

Attitudes:

- Tolerance for Ambiguity - To meet new situations with mindfulness
- Open-mindedness - To respond in non-evaluative ways
- Flexibility - To shift frame of reference
- Respectfulness - To show respect & positive regard for others
- Adaptability - To adapt appropriately to particular situations
- Sensitivity - To convey empathy verbally & nonverbally
- Creativity - To engage in divergent thinking
- Curiosity and discovery (tolerating ambiguity and uncertainty)
-

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

The objectives of the course are: a) The analysis of the role of intercultural education in building citizenship (analysis of ethnocentrism, neoliberalism and social pluralism); b) The conceptual clarification of diversity in education; c) Analysis of multiculturalism and diversity management models (assimilation, recognition, integration); d) Critical analysis of cognitive parameters and content of an intercultural curriculum (from imitation to composition and reflection); e) The promotion of school units as learning communities (from bureaucratic / hierarchical education to co-operative); f) the intercultural empowerment of school stakeholders (teachers, learner and parents) and g) the intercultural training of teachers in obtaining intercultural competence and communication capabilities.

Additional competences refer to:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This is a theoretical course with strong practical orientation that analyzes the social and cultural processes of integrating immigrants into Greek society and the role of teachers. The course examines ethnocentrism and different models of multiculturalism / diversity management in education (assimilation, recognition, integration). It is also examined the concept of Productive

Diversity to the building of citizenship as well as the multiple dimensions of diversity (physical, physical, symbolic, biology, etc.) according to the New Learning approach (Kalantzis & Cope, 2013). At the same time, emphasis is placed on the critical analysis of the basic knowledge and content of an intercultural curriculum developed at school. School is understood as a learning community that dynamically discusses its re-structuring to improve intercultural awareness and student performance. Finally particular emphasis is given in developing teachers' intercultural competence, their understanding of cultural differences and their ability to communicate in diverse contexts. Teachers are perceived as change agents being equipped with cultural responsiveness and competence.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face Peer learning using e-learning platform cgscshoral.com</p>																					
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Yes Communication via E-class Using software to ascertain cultural differences and competences</p>																					
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th data-bbox="686 1086 1013 1153"><i>Activity</i></th> <th data-bbox="1013 1086 1348 1153"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="686 1153 1013 1220">Lectures</td> <td data-bbox="1013 1153 1348 1220">39</td> </tr> <tr> <td data-bbox="686 1220 1013 1321">Invited guest speakers/videos</td> <td data-bbox="1013 1220 1348 1321">7</td> </tr> <tr> <td data-bbox="686 1321 1013 1388">Laboratory practice</td> <td data-bbox="1013 1321 1348 1388">13</td> </tr> <tr> <td data-bbox="686 1388 1013 1456">Professional Life histories</td> <td data-bbox="1013 1388 1348 1456">26</td> </tr> <tr> <td data-bbox="686 1456 1013 1523">Field work</td> <td data-bbox="1013 1456 1348 1523">10</td> </tr> <tr> <td data-bbox="686 1523 1013 1590">Project writing</td> <td data-bbox="1013 1523 1348 1590">30</td> </tr> <tr> <td data-bbox="686 1590 1013 1657"></td> <td data-bbox="1013 1590 1348 1657"></td> </tr> <tr> <td data-bbox="686 1657 1013 1724"></td> <td data-bbox="1013 1657 1348 1724"></td> </tr> <tr> <td data-bbox="686 1724 1013 1780">Course total</td> <td data-bbox="1013 1724 1348 1780">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Invited guest speakers/videos	7	Laboratory practice	13	Professional Life histories	26	Field work	10	Project writing	30					Course total	125
<i>Activity</i>	<i>Semester workload</i>																					
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Professional Life histories	26																					
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Project writing	30																					
Course total	125																					
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p>	<table border="1"> <thead> <tr> <th data-bbox="686 1904 1149 1971">DESCRIPTION</th> <th data-bbox="1149 1904 1348 1971">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="686 1971 1149 1971"></td> <td data-bbox="1149 1971 1348 1971"></td> </tr> </tbody> </table>		DESCRIPTION	Percentage																		
DESCRIPTION	Percentage																					

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		(%)
	1st option	
	Essay (2000 words)	50%
	Final exam	50%
	TOTAL	100%
	2nd option	
	Action Research (in learning teams of 2-3 persons) or professional life stories/profiles	30%
	Midterm-Oral Presentation / or exams	20%
	Assignment (6000 words)	50%
	TOTAL	100

(5) ATTACHED BIBLIOGRAPHY

<p>Suggested bibliography:</p> <ul style="list-style-type: none"> • ShuangLiu, ZalaVolcic, CindyGallois. (2011). <i>Introducing Intercultural Communication: Global Cultures and Contexts</i>. SAGE. • James Banks. (2012). <i>Encyclopedia of Diversity in Education</i>. Sage. • Chan, Jenny & Parr, Graham (2012). <i>Intercultural teacher education: Challenges and ethical dilemmas on an international practicum</i> https://www.aare.edu.au/data/publications/2012/Chan12.pdf • Educating Teachers for Diversity: Meeting the Challenge. OECD. http://www.keepeek.com/Digital-Asset-Management/oecd/education/educating-teachers-for-diversity_9789264079731-en#.WaphDMhJaM8 <p>Related academic journals:</p> <ul style="list-style-type: none"> • <i>Common Ground Journals</i> http://ee.commongroundpublishing.com/publications/journals#2) • <i>Journal of Intercultural Communication</i> https://www.immi.se/intercultural/ • <i>International Journal of Intercultural Relations</i> https://www.sciencedirect.com/journal/international-journal-of-intercultural-relations • <i>Intercultural Communication Education</i> http://journals.castledown-publishers.com/index.php/ice/about
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_745	SEMESTER	7 th
COURSE TITLE	ETHNOGRAPHY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE (but it is recommended that students have attended the course "Anthropology and Education")		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	NO		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Active practical training of students on the use of ethnography, so as make them competent to use this research method in educational situations.

After the completion of the course the student will:

Know the advantages of using ethnography for studying a school class

Be able to take ethnographic interview

Be able to “observe”

Be able to analyze ethnographic data

Be able to undertake small ethnographic studies

Be able to “listen” what the “other” says

Be able to use computer programs related to ethnography (Nvivo, Ethnograph)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Adapting to new situations

<p>Working independently</p> <p>Working in an interdisciplinary environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Sensitivity in regards to the advantages of “observation” in a school class</p> <p>Respecting the students</p>

(3) SYLLABUS

<p>Presentation of the ethnographic research method (that characterizes principally anthropology, even though elements of this method are used also in other social sciences)</p> <p>Characteristics of ethnography</p> <p>Practice in anthropological interview (and more generally in interviews, as used in qualitative research)</p> <p>Practice in observing</p> <p>Practice in analyzing and finding patterns in collected data</p> <p>Validity of ethnography</p> <p>Reflexivity and ethnography</p> <p>Ethical issues related to ethnography</p> <p>Presentation of computer programs that aid ethnography (Nvivo, Ethnograph)</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, lectures combined with exercises that the students have to do weekly and which are discussed in the class during the term.</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of powerpoint and presentation of software (Nvivo, Ethnograph)</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i></p>	<p style="text-align: center;"><i>Activity</i></p>	<p style="text-align: center;"><i>Semester workload</i></p>
	<p>Lectures (13 x 3 hours)</p>	<p>36</p>
	<p>Individual work</p>	<p>29</p>
	<p>Weekly exercises (12 weeks x 5 hours)</p>	<p>60</p>

<p><i>educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>		
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Each student hands in a “Dossier” that contains all the exercises that the she/het has done during the term. Such exercises have been discussed during the term in the class and proposals for corrections have been suggested. Consequently, the dossier will mirror all the total effort and progress of the student.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Burgess, R. (1982). *Field Research: A sourcebook and field manual*. London: UnwinHymanLtd.

Copans, J. (2004). *Η Επιτόπια Εθνολογική Έρευνα*. Αθήνα: Gutenberg.

Ellen, R.F. (1984). *Ethnographic Research: a guide to general conduct*. London: Academic Press.

Glaser, B. & Strauss, A. (1967). *The discovery of the Grounded Theory: strategies for qualitative research*. New York: Aldine de Gruyter.

Πηγιάκη, Π. (1989). *Εθνογραφία*. Αθήνα: εκδόσεις Γρηγόρη.

Richards, L. (2000). *Using NVivo Qualitative Research*. Victoria: Sage.

Skinner, J. (ed.) (2012). *The Interview: an ethnographic approach*. London, New York: Berg.

- Related academic journals:

Journal of Contemporary Ethnography

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_635	SEMESTER	7 th
COURSE TITLE	PHYSICS EDUCATION - SPECIFIC TOPICS FOR EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background (elective)		
PREREQUISITE COURSES:	PHYSICS EDUCATION FOR EARLY CHILDHOOD		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1579/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students are expected to be familiar with specific topics of Physics Education field (gender, new technologies and evaluation issues)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- **Search for, analysis and synthesis of data and information, with the use of the necessary technology**
- **Working independently**
- **Team work**
- **Production of new research ideas**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

An introduction to special themes and concepts which lead to a Didactics of Physics for pre-school children (gender, new technologies and evaluation issues)

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face, lectures and team assignments	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint)	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	36
	Assignment in teams	46
	Self-study	43
		125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation,</i></p>	<p>Public presentation of assignments (80%)</p> <p>Oral final examination (20%)</p>	

<p><i>laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>a) Special brochures and power-point from which evolves the lesson [in Greek].</p> <p>b) Ravanis, K. (Ed.) (2001). <i>S=The initiation of young children in Science Education. Educational and didactic dimensions</i>. Patras [in Greek].</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_835	SEMESTER	7 th
COURSE TITLE	SPECIFIC TOPICS ON educational policy		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, fieldwork, essays		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge, skills development (Optional Course) The course is connected with the students' school practice at nursery schools.		
PREREQUISITE COURSES:	There is not prerequisite course. Students' experience from the following courses is useful: i) "Principles of Educational Policy", ii) "Management, Educational Planning and Control"		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	The language of instruction is Greek (in English, when it is demanded).		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1494/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Students are expected to be familiarized with specific school practices and to enhance their understanding in the education policy-making. A critical approach is attempted to specific issues of educational policy. This course is linked to the teaching practice of the fourth year students at state nursery schools. In this context, students are expected to critically reflect upon their future professional role as next generation teachers. Students are also reinforced to develop research interests in the field.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

The course aims at the development of the following general competences (please, see the list above):

1. Adapting to new situations
2. Decision-making

3. Working independently
4. Team work spirit
5. Working in an international environment
6. Working in an interdisciplinary environment
7. Production of new research ideas
8. Project planning and management
9. Respect for difference and multiculturalism
10. Respect for the natural environment
11. Showing social, professional and ethical responsibility and sensitivity to gender (and other) issues
12. Exercising criticism and self-criticism
13. Production of free, creative and inductive thinking

(3) SYLLABUS

This course includes:

- A brief theoretical approach to educational policy
- An examination of specific school practices
- The politics of the school curriculum (primary and secondary)
- The politics of the educational changes

The school culture and its contribution to the development of a learning environment

- Globalization and education (investigation at the political, economic and cultural level)
- Teachers' professionalism and professional development.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures with the use of power point, face to face learning, critical discussions on the subjects under consideration.</p> <p>Students are enforced to work in small groups and carry out projects (individual/group work). The projects are based on their teaching experience at nursery schools and are related to the content of the course.</p>
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education,</i></p>	<p>Lectures with the use of power point. Use of ICT in teaching and in the communication with students.</p> <p>Use of the e-class platform.</p>

<i>communication with students</i>																					
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 hours per week x 13 weeks) Workshops on specific topics</td> <td>39</td> </tr> <tr> <td>Study and analysis of bibliography and fieldwork</td> <td>13</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Critical discussions on projects-essays Essay writing</td> <td>13</td> </tr> <tr> <td>Students' individual study and homework</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><i>Course total</i></td> <td><i>125</i></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 hours per week x 13 weeks) Workshops on specific topics	39	Study and analysis of bibliography and fieldwork	13			Critical discussions on projects-essays Essay writing	13	Students' individual study and homework	60							<i>Course total</i>	<i>125</i>
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<i>Course total</i>	<i>125</i>																				
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory</i></p>	<p>Language of evaluation: Greek</p> <p>The course is assessed by final written exams (short-answer questions, open-ended questions) (100%).</p> <p>Students' written essays are submitted by the end of the course and before the exams (essays are taken into account in the final evaluation).</p>																				

<p><i>work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p>Updated list of recommended books.</p> <p>See, for example:</p> <p>Adams, P. (2014) <i>Policy and Education</i>, London: Routledge.</p> <p>Fullan, M. (2010) <i>The Change Imperative for Whole System Reform</i>, Thousand Oaks: CA: Corwin.</p> <p>Stoll, L., Taylor, C., Spence-Thomas, K, Brown, C. (2018) <i>Catalyst. An evidence-informed, collaborative professional learning resource for teacher leaders and other leaders working within and across schools</i>, London: UCL IOE Press.</p> <p><i>Recommended International Journals:</i></p> <p>British Journal of Educational Studies, British Journal of Sociology of Education, Journal of Education Policy, Comparative Education Review, Compare, Educational Management, Administration and Leadership (EMAL), Teachers and Teaching: Theory and Practice.</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	<i>Undergraduate</i>		
COURSE CODE	ESC_915	SEMESTER OF STUDIES	7 th
COURSE TITLE	LITERATURE IN KINDERGARTEN		
INDEPENDENTTEACHINGACTIVITIES σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	TEACHING HOURS PER WEEK	ECTS CREDITS	
Lectures and Assignments (+ Laboratory work)	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
COURSETYPE <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Field of Science and Skills Development (Optional)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
TEACHING AND ASSESSMENT LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1519/		

(2) LEARNING OUTCOMES

Learning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης

και Παράρτημα Β

- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The main purpose of the course is to broaden the students' relationship with the complex dynamics of Literature in Kindergarten, cultivating their critical attitude towards the literary texts and helping them to enrich their (teaching) methods/approaches as well as to better understand the perceptual ways of these texts by kindergartners.

By the end of the course students:

- (they) will have comprehended the necessity of the relationship between Literature and Preschool Education,
- (they) will have been puzzled for the place of Literature for Children in the Curriculum (and timetable) Programme of Kindergarten,
- (they) will have conceived the value of contribution Kindergarten teachers in the propagation of Literature for Children and in the contact of infants with the literary books,
- (they) will have come in contact with various literary texts that are used more often in Kindergarten (Picture Books, Fairy-tales, Fables, Short-stories, Poetry, Theatre),
- (they) might organize activities, judge by the literary texts mentioned above, and attempt interdisciplinary approaches to these texts.

General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;:

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

- Searching, analysis and synthesis of facts and information
- Production of new research ideas
- Work design and management
- Working in an interdisciplinary environment
- Adaptation to new situations
- Promotion of free, creative and inductive thinking
- Demonstrate social, professional and ethical responsibility and gender awareness
- Exercise of criticism and self-criticism
- Respect to the diversity and the multiculturalism
- Group work (Teamwork, Discussion, etc.)

(3) COURSE CONTENT

The course includes the following modules/units:

- The relationship between Literature and Preschool Education-General principles.
- The place of Literature for Children in the Curriculum (and Timetable) Programme of Kindergarten.
- The contribution of Kindergarten teachers in the distribution of Literature for Children and their role during the kindergartners' contact with the literary texts.
- The literary texts in Kindergarten: Picture Books, Fairy-tales, Fables, Short-stories, Poetry, Theatre.
- Interdisciplinary literary activities (in connection with: Language, Mathematics, Natural Sciences, Technology, Knowledge Books, Intercultural Education).

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

<p style="text-align: center;">TEACHINGMETHOD <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	<ul style="list-style-type: none"> • Facetoface • Lectures • Group discussion • Employment of audiovisualmaterial 	
<p>USEOFINFORMATIONANDCOMMUNICATIONTECHNOLOGIES <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i></p>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • UsingPresentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 	
<p style="text-align: center;">TEACHINGORGANIZATION <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.</i> <i>Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη & ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση</i></p>	<p style="text-align: center;"><i>Δραστηριότητα</i></p> <p>Lectures (8 weeks out of 13 x 3 hours)</p>	<p style="text-align: center;"><i>ΦόρτοςΕργασίας Εξαμήνου</i></p> <p style="text-align: center;">24</p>

<p>μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	Teamwork (5 weeks out of 13 x 3 hours)	15
	Final Work File Composition	40
	Independent (private) student's study	46
	Total of Course	125
<p style="text-align: center;">STUDENTASSESEMNT</p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<ul style="list-style-type: none"> • Presentation (oral and written) of group-works (40%) • Final (written) examination with Development Questions (formation/development of literary activities) (60%) <p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications). 	

(5) RECOMMENDED LITERATURE

- Brasseur, Philippe (2003). *1001 Activités Autour du Livre: Raconter, Explorer, Jouer, Créer*. Paris et Bruxelles: Casterman.
- Chambers, Aidan (1991). *The Reading Environment: How Adults Help Children Enjoy Books*. South Woodchester, Stroud, Glos.: The Thimble Press.
- Giannikopoulou, Angeliki (2008). *Sti Chora ton Chromaton: To Synchrono Eikonografimeno Paidiko Vivlio [In the Country of Colors: The Modern Children's Picture Book]*. Athens: Papadopoulos. (in Greek)
- Jean, Georges. (1990). *Le pouvoir des Contes*. Paris: Casterman.
- Norton, Donna E. (ed.) (2007). *Through the Eyes of a Child: An Introduction to Children's Literature*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Papanikolaou, Roula & Tsilimeni, Tasoula (2009). *E Paidiki Logotechniasto Nipiagogeio: Theoria kai Praxi [Children's Literature at Nursery: Theory and Practice]*. Athens: Kastaniotis. (in Greek)
- Poslaniek, Christian (1990). *Donner le Goût de Lire*. Paris: Éditions du Sorbier.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undgraduate</i>		
COURSE CODE	ESC_576	SEMESTER	7
COURSE TITLE	COUNSELING PSYCHOLOGY IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, seminars		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Optional General knowledge, Skills development		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1568/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of</i>

- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course introduces students to theoretical and practical issues related to topics of counseling psychology.

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

- **Describe the main concepts and theories in counseling psychology.**
- **Recognize the contribution of counseling intervention programs in schools.**
- **Describe the main features and basic functions of teacher's role and counselor's role**
- **Identify and use the appropriate counseling skills**
- **Work individually or collaboratively to implement counseling programs for the promotion of social and emotional skills**
- **Apply collaboration programs with parents and students**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Analysis and synthesis of data and information for case studies and examples of counseling psychology practice**
- **Adapting to new situations**
- **Decision making**
- **Working independently**
- **Team work**
- **Working in an interdisciplinary environment**
- **Criticism and self-criticism**
- **Respect of difference and multiculturalism**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

The theoretical lesson includes the following modules:

1. Content, basic concepts, theoretical frameworks of counselling psychology in education
2. Theories of counselling and implementation in school (psychodynamic, humanitarian, behaviorism)
3. Counseling relationship: Principles and prerequisites for implementing counseling in schools
4. Methods and techniques of counselling psychology: Personal and team counseling
5. Communicative skills of counsellor-teachers
6. Counseling relationship between teachers and students, based on students' cognitive, social and developmental stage
7. Implementation of counseling programs for the promotion of social and emotional skills (ie, recognition and expression of emotions, self-control, cooperation, communication skills, friendship relations etc)
8. Counseling for teachers and parents

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	In class, face-to-face (lectures)	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Support of the course through the e-class electronic platform of the University of Patras	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures (13 out of 13 lessons X 3 hours)	39
	Composition of group project final dossier	20
	Application in class	20
	Independent Study	46
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination,</i></p>	I. Written Exams	

<p><i>public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p>1. Δημητρόπουλος, Ε.Γ. (2004). Συμβουλευτική και Συμβουλευτική Ψυχολογία (Τόμος Α'). Αθήνα: Γρηγόρης.</p> <p>2. Δημητρόπουλος, Ε.Γ. (2004). Συμβουλευτική-Προσανατολισμός (Τόμος Β'). Αθήνα: Γρηγόρης.</p> <p>3. Βασιλόπουλος, Σ., Κουτσοπούλου, Ι. & Ρέγκλη, Δ. (2011). Ψυχοεκπαιδευτικές ομάδες για παιδιά. Θεωρία και Πράξη. Αθήνα: Γρηγόρης.</p> <p>4. McLeod, J. (2005). Εισαγωγή στην Συμβουλευτική. Αθήνα: Μεταίχμιο.</p> <p>5. Brown, D., Pryzwansky, W.B. & Schulte, A.C. (2006). Ψυχολογική Διαλεκτική Συμβουλευτική. Επιστημ. Επιμ. Χ. Χατζηχρήστου. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.</p> <p>6. Μαλικιώση, Μ. (2018). Συμβουλευτική Ψυχολογία. Αθήνα: Πεδίο</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_935	SEMESTER	7th
COURSE TITLE	TOPICS IN MODERN PHILOSOPHY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures & group discussions s	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized knowledge (Optional seminar)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/modules/auth/opencourses.php?fc=98		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course discusses philosophical issues that concern philosophers of the 20th century. In particular, concepts and distinctions, such as *logic & emotion, critical thinking, empathy, attention, memory, learning*, are discussed in the light of modern philosophical theories about cognition, philosophy of mind and education.

After successfully attending the course, the students will have developed

- their ability to debate about different theories
- their tolerance
- their ability to detect different aspects of learning
- their understanding of the relationship between critical thinking and emotion
- their ability to reflect on different educational methods

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- **Search for, analysis and synthesis of data and information**
- **Working independently**
- *Adapting to new situations*
- *Decision-making*
- *Respect for difference and multiculturalism*

- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Criticism and self-criticism*
- *Production of free, creative and inductive thinking*
- *Working in an international environment*
- *Working in an interdisciplinary environment*
- *Production of new research ideas*

(3) SYLLABUS

The following topics are thoroughly examined:

- Mind & body: theories for and against the discrimination
- Logic, perception & emotion: theories for and against the discrimination
- "Basic", "Culturally Defined" & "Cognitive" emotions: theories for and against the discrimination
- Science, Logic & Education
- Social Darwinism on cognition and emotion

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face learning – Lectures and team work	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the e-class platform of the University of Patras PowerPoint presentations Educational videos	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (3 conduct hours per week x 8 out of 13 weeks)	24
	Group discussions facilitated by the teacher (3 conduct hours per week x 5 out of 13 weeks)	15
	Preparation of group discussions -short essays	30
	Hours for private study of the student	56
	Course total	125

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Weekly reports - short essays (40%)</p> <p>Long written essay (60%)</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Damasio, A. (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. Putnam.

De Sousa, R. (1987). *The Rationality of Emotion*. MIT.

Lyons, W. (1980). *Emotion*. Cambridge University Press.

Sartre, J.P. (1948).. *The Emotions: Outline of a Theory*. Translated by Bernard Frechtman. Philosophical Library.

Solomon, R.C., ed. (2003). *What Is an Emotion?: Classic and Contemporary Readings*. Oxford University Press.

Solomon, R. C., ed. (2004). *Thinking about Feeling: Contemporary Philosophers on Emotions*. Oxford University Press.

Solomon, R. C., ed. (2004). *Thinking about Feeling: Contemporary Philosophers on Emotions*. Oxford University Press.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	42705	SEMESTER	7th
COURSE TITLE	THE MODERN GREEK EDUCATIONAL SYSTEM		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, laboratory exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of Science/Optional		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English literature).		
COURSE WEBSITE	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&less		

(URL)	oncode=42705
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(2) LEARNING OUTCOMES

Learning outcomes	
At the end of this course the students should be able to: Know the history and the functioning of the preschool education in Europe	
The following themes are examined:	
<ul style="list-style-type: none"> • The discovery of the childhood and its consequences on the education of the child • The formation of the preschool education in Europe • The Greek case • The Kindergarten in today Europe • Consequences of the preschool education on the child's social and cognitive development • Critical assessment of the functioning of the institution inside and outside Europe • 	
General Competences	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
Having completed this course, students will have developed:	
<ul style="list-style-type: none"> • To assess the organizational principles of the preschool education • To assess the forms of interconnection of the preschool education with the social and economic environment • To assess the consequences of the preschool education on the social and cognitive development of the child 	

(3) SYLLABUS

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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Brief student interventions • Optional paper presentations • Optional group paper presentations 	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICTs (powerpoints) in teaching, use of audio-visual means (video-documentaries) for the presentation of empirical examples, use of the electronic platform e-class to support the learning process..</p>	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	<p>Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).</p>	30
	<p>Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).</p>	9
	<p>Individual work by the students for the writing of answers to laboratory type activities after each lesson.</p>	42
	<p>Private study by the students.</p>	44
	<p style="text-align: center;">Course total</p>	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Student evaluation will be achieved through the final exams.</p> <p>Course evaluation is constant and formative, and is mainly performed by students</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Αυγητίδου, Σ. (1997), *Οι κοινωνικές σχέσεις και η παιδική φιλία στην προσχολική ηλικία. Θεωρία, έρευνα και διδακτική μεθοδολογία στο νηπιαγωγείο*, Αφοι Κυριακίδη, Θεσσαλονίκη.
- Bredekamp, S., CoppleC. (1998), *Καινοτομίες στην προσχολική εκπαίδευση: Αναπτυξιακά κατάλληλες πρακτικές στα προσχολικά προγράμματα*, Ελληνικά Γράμματα, Αθήνα.
- Bruer, J. T. (1999), *The Muth of the First Three Years. A New Understanding of Early Brain Development and Lifelong Learning*, The Free Press, New York.
- Bruner, J. (1996), *The Culture of Education*, Harvard University Press, Cambridge, London.
- Eurydice, Eurostat (2005), *Key Data on Education in Europe 2005*, European Commission, Brussels, Luxembourg.
- Kagan, J. (1998), *Three Seductive Ideas*, Harvard University Press, Cambridge, London.
- Κυπριανός Π. (2007), *Παδί, Σχολείο, Οικογένεια*, Εκδόσεις Gutenberg, Αθήνα.
- Ρεϊμόν-Ριβιέ, Μπ. (1989), *Η κοινωνική ανάπτυξη του παιδιού*, Καστανιώτης, Αθήνα.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_767	SEMESTER OF STUDY	7 th
COURSE TITLE	FAMILY LITERACY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area course (<i>Optional</i>) <i>Skills development</i>		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English language)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1479/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>
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which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Emergent literacy is directly connected with family literacy, so the aim of the lesson is to point out all these parameters, which are related with the specific practices used by children's closest environment in order to urge them to internalise literacy.

It involves a very interesting scientific area, while its outcomes can be of great assistance for the primary education teachers, in order to encourage them to adopt updated teaching practices and reinforce in this way the little children's emergent literacy.

Finally, it aims to bring out appropriate support practices, that will help the children's families cooperate in a more efficient way with the teachers, in order to improve the pre-schoolers' education.

Upon successful completion of this course, students should be able to:

- Report the purposes and the aims of the research concerning the practices of family literacy, especially in pre-school years.
- Explain the contribution of family literacy programmes to the reinforcement of the emergent literacy, which are orientated towards different social and cultural contexts.
- Refer and handle the matters of family literacy in a more critical and scientific way.
- Identify and justify the differences among the several literacy practices that apply in different family environments.
- Know how to communicate with parents properly and also motivate them to deal with topics that improve the emergent literacy at home.
- Develop and apply low range family literacy programmes.
- Organise educational activities that support not only the cooperation between family and school, but also school and local community.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<ul style="list-style-type: none"> ● Adaptation on new situations ● Decision-making ● Respect for Diversity and multiculturalism ● Teamwork ● Planning and management of projects.

(3) SYLLABUS

<ul style="list-style-type: none"> ● Family literacy as an area of research. ● Family literacy programmes. ● Evaluation of family literacy programmes. ● Literacy practices at home. ● Parents' beliefs on emergent literacy. ● Supporting reading at home. ● Family and kindergarten cooperation. ● Parents' involvement in literacy practices at kindergarten.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class lectures - teamwork projects	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	All class material available in class-web Communication via e-mail MS Office PowerPoint	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each</i>	Activity	Semester workload
	Lectures (8 from 13 lessons X 3 hours)	24
	Team- work (5 from 13 lessons X 3 hours)	15
	Project Work and	46

<i>learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	presentation	
	Independent study	40
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Writing Final Exam (50% of grade) testing:</p> <p>II. Project (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Not greek bibliography available.</p> <p>Relevant bibliography will be handed out In each lesson (articles, book chapters ect.)</p> <p>- <i>Related academic journals:</i> -</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMAN AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_890	SEMESTER OF STUDY	7 th
COURSE TITLE	TEXT LINGUISTICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area course (<i>Optional</i>)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1489/		

(2) LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>

which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to bring out the use of language, regarding the communicative context and the process we follow in order to construct and understand the meaning of texts.

Also to help students realise that the speech and the communicative circumstances elaborate different shapes of morphology and syntax.

This kind of awareness will aid the future teachers of primary education to analyse and create various texts, apply and evaluate related linguistic activities, to reinforce the usage of written texts as far as the children are concerned and finally to adjust their way of teaching to the special conditions that characterise their classes,(such as dealing with children who are non native speakers or have a less-favourable socio-economic background.

Upon successful completion of this course, students should be able to:

- Recognise and analyze several types of oral and written texts.
- Distinguish the speech and language indicators that characterise the oral and the written texts.
- Recognise the elements of the coherence, the cohesion, the way that information is organised and the purpose it is used, the text linguistics.
- Identify the different types of texts, based on their textual and grammatical features.
- Apply the principles of text - linguistics while carrying out literacy practices in Kindergarten.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....
<ul style="list-style-type: none"> ● Adaptation on new situations ● Decision making ● Respect for Diversity and multiculturalism ● Teamwork ● Planning and management of projects.

(3) SYLLABUS

<ul style="list-style-type: none"> ● Language and text: linguistic and textual approaches. ● Written and oral speech and language. ● Textuality and its mechanisms. ● Organising Information ● Intentionality. ● Intertextuality. ● Text genres ● Kindergarten teaching approaches.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class lectures - teamwork projects	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	All class material available in class-web Communication via e-mail MS Office PowerPoint	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (8 from 13 lessons X 3 hours)	24
	Team- work (5 from 13 lessons X 3 hours)	15
	Project Work and presentation	46
	Independent study	40

	Course total	125
STUDENT PERFORMANCE EVALUATION		
<i>Description of the evaluation procedure</i>	I. Writing Final Exam (50% of grade) testing:	
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	II. Project (50%)	
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Archakis, A. (2006). Linguistic teaching and synthesis of texts. Athens: Pattakis publishing.

Georgakopoulou, A. & Goutsos, D. (1999). Text and communication. Αθήνα: Ellinika Grammata publications.

Relevant bibliography will be handed out In each lesson (articles, book chapters ect.)

- Related academic journals: -

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES AND HUMANITIES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_770	SEMESTER	7 th
COURSE TITLE	INFORMATION AND COMMUNICATIONS TECHNOLOGIES IN TEACHING AND LEARNING		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Projects	3	4	
Laboratory work	1	1	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General knowledge, Skills development		
PREREQUISITE COURSES:	There are no prerequisite courses. It is purposeful for students to have successfully been examined in the "ICT in education" course (2nd year compulsory) and the "Pedagogical Design with ICT in early childhood" course (3 rd year)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1423/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course introduces students to the main issues related to the interdisciplinary field of the integration of Information and Communications Technologies (ICT) into the teaching and learning process. In addition, it leads them to delve into the theoretical and methodological issues arising from the use of ICTs throughout the educational practice and acquire educational intervention skills through appropriate educational scenarios which integrate ICT in a functional manner.

Firstly, the main psychological approaches (behaviorism, cognitive science, constructivism and sociocultural approach) and their contribution to the development of teaching and learning digital environments are presented and analyzed. Then, the affordances of the main categories of digital educational environments are described and analyzed, and emphasis is placed on their cognitive potential. Finally, current educational environments (LMS and Robotics) are studied, through which educational interventions are designed.

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

- **Report the main categories of digital educational environments.**
- **Recognize the contribution of the main psychological theories to the development of digital educational applications.**
- **Describe the affordances of the main categories of educational digital systems and environments.**
- **Interconnect the content or the functions of educational software with their integration as tools with a cognitive potential into the curriculum.**
- **Associate the use of educational software with the particular teaching or learning problems tackling.**
- **Select appropriate software or digital environments to design specific teaching or learning situations.**
- **Work individually or collaboratively in order to analyze and synthesize data and information on a distance learning platform.**
- **Design educational scenarios with use of educational software or digital environments.**
- **Approach critically the issue of the integration of digital technologies into Education.**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Search for, analysis and synthesis of data and information, with the use of the necessary technology**
- **Decision making**
- **Working independently**
- **Team work**
- **Working in an interdisciplinary environment**
- **Project planning and management**
- **Criticism and self-criticism**
- **Production of free, creative and inductive thinking**

(3) SYLLABUS

The theoretical lesson includes the following modules:

1. Learning theories and ICT applications in education - Tools with a cognitive potential - ICT affordances.
2. Behavioral theories and their applications (Programmed Teaching, Teaching Machines and Computer Assisted Teaching).
3. Constructivist approaches and their applications (Logo-like programming languages, Microworlds and open learning environments, educational robotics).
4. Information Processing Theory and its applications (Artificial Intelligence – Intelligent Tutoring Systems).
5. Social Cognitive Theories and their applications (Open learning environments, hypermedia, virtual reality).
6. Sociocultural theories and their applications (collaborative computer-based learning environments, massive open online courses).
7. Digital teaching and learning environments: teaching systems, expression and investigation systems, guided learning systems.
8. Visualization, simulation and modeling applications.
9. Hypermedia and virtual reality applications
10. Educational toys, video games and learning.
11. Distance Learning Platforms (LMS) – MOOC.
12. Computer based workshops and robotics environments.

13. Systems of symbolic expression, constructivism and communication (word processing, imageprocessing, databases, spreadsheets, etc.) and their application in the curriculum.

The workshop includes the following modules:

1. Acquaintance with and use of Web 2.0 tools (blog, wiki, portfolio, forum)
2. Use of LMS environments
3. Use of a virtual classroom environment
4. Acquaintance with educational robotics environments
5. Basic principles of learning and teaching theories with ICT
6. Designing an educational scenario with ICT (use of LMS system)
7. Designing an educational scenario with ICT (use of educational robotics)
8. Implementation of an educational scenario with ICT
9. Documentation of an educational scenario with ICT
10. Designing educational scenarioimplementationin the classroom
11. Educational scenario implementationin the classroom
12. Scenario adjustments after the implementationin the classroom
14. Reflection: assessment report of aneducational scenario

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class, face-to-face (lectures), in laboratory (individual and group work)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p>Support of the course through the e-class electronic platform of the University of Patras</p> <p>Use of the Moodle platform to conduct and post projects, provide visual material, discuss through forums, use of open video-lessons</p> <p>Use of presentation software (PowerPoint)</p> <p>Use of educational software</p>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures (13 out of 13 lessons X 3 hours)	39
	Workshopingroups with use of the Moodle platform (13 workshops X 1 hour)	13
	Composition of final dossier and application of group project	33

	Independent Study	40
	Course total	125
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Oral final examination with public presentation (50%)</p> <p>II. Weekly written group assignments and final project (50%)</p> <p>III. Application in class (on/off)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Komis, V., Depover, C., Karsenti, T. (2010). Teaching with the use of Technology, promotion of learning, skills development, Athens: Kleidarithmos Editions.

Komis, V. (2004). Introduction to the educational applications of Information and Communications Technologies, Athens: New Technologies Editions.

Avouris, N., Karagiannidis, Ch., Komis, V. (ed.) (2009). Collaborative Technology, Athens: Kleidarithmos Editions.

Raptis, A. & Raptis, A. (2013). Learning and Teaching in the Information Society, Vol. 1, Athens: Aristotelis Raptis Editions.

Roblyer, M.D., Doering, A.H. (2014). Educational Technology and Teaching, ION.

Newby, T., Stepich, D., Lehman, J., Russell, J. (2009). Educational Technology for Teaching and Learning, Athens: Epikendro Editions.

- Related academic journals:

Computers and Education (<https://www.journals.elsevier.com/computers-and-education/>)

4th YEAR – 8th SEMESTER

COMPULSORY COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Department of Educational Sciences and Early Childhood Education		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_810	SEMESTER	8 th
COURSE TITLE	COMPARATIVE EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, fieldwork, essays	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Compulsory Course)		
PREREQUISITE COURSES:	<p>There is not prerequisite course.</p> <p>Students' knowledge from the following courses is useful:</p> <p style="padding-left: 40px;">i) "Principles of Educational Policy", ii) "Management, Educational Planning and Control", iii) "Specific Topics on Educational Policy"</p>		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	<p>The language of instruction is Greek.</p> <p>Some tutorials may be offered in English, depending on the audience –ERASMUS students.</p>		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1537/

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>Students are expected to become familiar with the comparative approaches to education and to develop the appropriate skills for using comparisons to understand policy-making processes. They are also prepared to be aware of educational systems and developments in various countries.</p>																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<p>The course aims at the development of the following general competences (please, see the list above):</p> <p>1. Adapting to new situations</p>																			

2. Decision-making
3. Working independently
4. Team work spirit
5. Working in an international environment
6. Working in an interdisciplinary environment
7. Production of new research ideas
8. Project planning and management
9. Respect for difference and multiculturalism
10. Respect for the natural environment
11. Showing social, professional and ethical responsibility and sensitivity to gender (and other) issues
12. Exercising criticism and self-criticism
13. Production of free, creative and inductive thinking

(3) SYLLABUS

In the Course content, emphasis is put on the following topics:

- The comparative method
- Cultural and historical approaches to education
- Educational traditions compared
- Examination of contemporary issues in comparative education
- Examples of selected educational systems
- International comparisons and the policy-making.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, face to face learning, critical discussions on the topics under consideration. Students are enforced to work in small groups and carry out projects (individual or collaborative work).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures with the use of power point. Use of ICT in teaching and in the communication with students. Use of the e-class platform.	
TEACHING METHODS <i>The manner and methods of</i>	Activity	Semester workload

<p><i>teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Lectures (3 hours per week x 13 weeks)	39
	Study and analysis of bibliography and fieldwork	16
	Critical discussions on projects-essays (the essays are optional)	10
	Essay writing	
	Students' individual study and homework	60
	<i>Course total</i>	<i>125</i>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where</i></p>	<p>Language of evaluation: Greek</p> <p>The course is assessed by final written exams – short-answer questions, open-ended questions- (100%) (essays are taken into account).</p> <p>Erasmus students should submit coursework assignments of 5,000 words written in English.</p>	

<i>they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

Updated list of recommended books.

See, for example:

Cowen, R., Kazamias, A.M., Unterhalter, E. (Eds.) (2009) *International Handbook of Comparative Education*, New York: Springer.

Earley, P. & Greany, T. (Eds.) (2017) *School Leadership and Education System Reform*, London: Bloomsbury.

Phillips, D. & Schweisfurth, M. (2014) *Comparative and International Education*, London: Bloomsbury (2nd ed.).

Recommended International Journals:

Compare, Comparative Education, Comparative Education Review, Current Issues in Comparative Education, European Journal of Education, European Journal of Teacher Education, International Journal of Educational Administration and Policy Studies, Teachers and Teaching: Theory and Practice.

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_518	SEMESTER	8 th
COURSE TITLE	PLANNING AND APPLYING EDUCATIONAL ACTIVITIES IN KINDERGARDEN II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & implementation exercises		3+2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background&skills development		
PREREQUISITE COURSES:	<p>There are not any prerequisite courses. Students need to have the basic knowledge and skills provided by the courses:</p> <ol style="list-style-type: none"> 1. Early Childhood Education 2. Teaching and Learning in Early Childhood Education: Planning Activities I 3. Planning and applying educational activities in kindergarten I 4. Teaching and Learning in Early Childhood Education: Planning activities II 		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1594/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course, are described. Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>

• **Guidelines for writing Learning Outcomes**

In this course the students approach specialized issues related to the design and implementation of educational activities and programs for kindergarten, at the level of a. theoretical lectures and seminars, b. workshops and implementation in the kindergarten classes.

More specifically, students dealing with the development of children's ideas, knowledge and experiences in the design of educational programs; with the role of the teacher; with the interactive collaboration between kindergarten and students' family and with the smooth transition of pupils from home to nursery school and from there to the elementary school. Students dealing with issues that are related to Lifelong Learning, the characteristics of the reflective educator and the utilization of Educational Research in their professional development. Furthermore, students are also informed about the structure of Primary Education and the existing possibilities and prospects for their professional employment.

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

- Identify the concept of lifelong learning, explaining the main purpose, the individual goals and its forms, recognizing it both as a continuous process and as a personal vision;
- Recognize the multidimensional and professional role of the contemporary educator, identifying him both as a scientific and reflective educator;
- Appreciate the value between kindergarten and family collaboration, as well as the pupils' transition programs from home to nursery school and from there to elementary school;
- Distinguishes the structure and organization of Primary Education, the potential work prospects and link academic knowledge with professional development.
- Design educational programs, utilizing pupils' experiences, knowledge and ideas and supporting family-related interests and practices.
- Organize daily programs/learning scenarios, linking data from educational research with the context of the classroom and assesses them within reflective processes.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course includes the following modules:

- Pedagogical utilization of pupils' ideas, knowledge and experiences for the design of

<p>educational programs</p> <ul style="list-style-type: none"> • The role of the teacher (professional role) • Collaboration between Kindergarten and pupils' family • Transition from home to kindergarten and from there to elementary school • Lifelong learning and the role of educator as a reflective practitioner • Educational research and professional development • Students' preparation for their integration into the workplace (organization of education, job prospects, curriculum vitae, etc.) <p>Note that:</p> <ul style="list-style-type: none"> • The contents of the accompanying workshops are in line with the application of the theoretical approaches, which re developed in the lectures and adapted not only to the needs of students but also to the educational developments. Learning designs carried out in the workshops are carried out by students when they are visiting the kindergartens. On that basis both a critical reflection and an educational assessment are performed. • Students use to work in several ways: individually, in pairs (in the kindergarten classroom), in small groups (about 5 students in the planning of educational programs) and in larger groups (about 30 students in the preparation of educational programs), utilizing pre-designed worksheets for the implementation, reflection and assessment of practicum's educational activities and programs.
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Face to face with all students; the whole group of students during lectures, smaller groups during workshops and in pairs in classrooms 	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • e-class Institution's electronic (for communication, announcements, assignments, etc.) • Presentation software (PowerPoint Software) 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Semester workload</p>
	Lectures supporting practicum (10 lessons X 3 teaching hours)	30
	Practicum/seminars concerning documentation and reflection (3 lessons X 3 teaching hours)	9
	Practicum workshops (13 workshops X 2 teaching hours)	26
	Practicum / school visits (9 days X 5 teaching hours)	45
	Individual study & development of students' final portfolio	15
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive,</i></p>	<p>I. Presentation Teamwork (20%)</p> <p>II. Practicum Portfolio (80%)</p>	

<p><i>multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i> <i>- Related academic journals:</i></p> <ol style="list-style-type: none"> 1. Kakana, D.M., & Simouli, G. (ed.) (2008). <i>Preschool Education in the 21st Century - Theoretical Approaches & Teaching Practices</i>. Athens: Epikentro. (in Greek) 2. Rekalidou, G. (2011). <i>Assessment of learning and evaluation for learning</i>. Athens: Politeia. (in Greek) 3. Arvaniti, E., Vaos, A., Gasparatou, P., Ergazaki, M., Zacharos, K., Zogza, B., Kampesa, M., Karalis, Th., Koliopoulos, Kondili, M., Koustourakis, G., Kyprianos, P., Mouriki, A., Balias, S., Parparousi, G., Politis, D., Poulou, M., Ravanis, Skopeliti, E., Stellakis, N., Sotiropoulos, L., & Yfanti, A. (2016). <i>Modern Research Trends in Preschool and First School Age</i>. Athens: New Technologies Publishing - New Tech Pub. (in Greek)
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4th YEAR – 8th SEMESTER

OPTIONAL COURSES

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_730	SEMESTER	8 th
COURSE TITLE	AESTHETIC EDUCATION: PEDAGOGICAL APPLICATIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and laboratory work	3(2 + 1)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:	Officially, there are no prerequisite courses. It is recommended, though, that the students have at least some exposure to Aesthetics and Aesthetic education.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1573/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>By the end of the course, the students are expected to be familiar with the following:</p> <ul style="list-style-type: none"> • Main concepts and research areas of aesthetic education. • Theories and educational programs involved in aesthetic education. • The prevailing teaching models used in aesthetic education. <p>They are also expected to be able to</p> <ul style="list-style-type: none"> • maintain a critical approach to the various models used in aesthetic education • plan art-based activities, taking into consideration the special developmental characteristics and needs of their pupils, and • evaluate the pedagogical impact of these activities. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
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<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
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- Adapting to new situations
- Respect for difference and multiculturalism
- Decision-making
- Team work
- Production of new ideas
- Project planning and management
- Criticism and self-criticism

(3) SYLLABUS

The course critically discusses the content and aims of aesthetic education. The following subjects are examined:

- Presuppositions for the establishing of aesthetic education as a distinct educational area.
- Critical examination of several misunderstandings and misinterpretations connected with the educational discourse and practices applied in aesthetic education.
- Examination of certain types of reasoning about the necessity of aesthetic education.
- Presentation and discussion of selected contemporary aesthetic education theories.
- Discussion of the aims and scopes of certain contemporary aesthetic educational school programs.
- Creative planning of arts-based activities focusing on the promotion of children's ability to:
 1. grasp, appreciate and respond to meanings that emerge from art forms,
 2. concentrate on creative work,
 3. perceive and understand the content and form of various art-works,
 4. reflect on and evaluate artworks as forms of expression.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Lectures and laboratory work face to face.</p>	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Use of e-class (the e-learning platform of the University of Patras) • Use of PowerPoint • Use of audiovisual materials (videos, etc.) • Links to websites (offering educational information and materials on several aesthetic and arts-education programs) 	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p>	<p><i>Activity</i></p>	<p><i>Semester workload</i></p>
	<p>Lectures</p>	<p>20</p>
	<p>Laboratory practice</p>	<p>20</p>
	<p>Planning of arts-based activities</p>	<p>20</p>
	<p>Applications of art-based activities in a classroom setting</p>	<p>5</p>

<p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Private study and preparation of homework</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>A portfolio based on the following:</p> <p>I. Laboratory work: written assignments, planning of mini projects, (50%)</p> <p>II. A final group project, presented in both written and oral form, based on internship activities applied in a pre-school classroom setting (50%)</p>	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Addison, N., Burgess, L., Steers, J. & Trowell J. (2010). *Understanding Art Education. Engaging reflexively with practice.* London & N. York: Routledge.

Eisner, E. W. (2002). *The Arts and the Creation of Mind.* New Haven & London: Yale University Press.

Parsons, M. J. & Blocker, G. (1993). *Aesthetics and Education.* Urbana & Chicago: University of Illinois Press.

Smith, R. & Simpson, A. (1991). *Aesthetics and Arts Education,* Urbana & Chicago: University of Illinois Press.

Ardouin, I. (2000). *Art Education in School.* Athens: Nefeli.

Mouriki, A. (2003). *Transformations of Aesthetics.* Athens: Nefeli.

Related academic journals:

The Journal of Aesthetic Education

Studies in Art Education

Art Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	Human and Social Sciences		
ACADEMIC UNIT	Department of Educational Sciences and Early Childhood Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ESC_570	SEMESTER OF STUDY	8th
COURSE TITLE	PRACTICUM ESPA 2014-2020		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>Skills development (optional)</i>		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1586/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The lesson aims to strengthen students' knowledge on reinforcement practices of teaching in kindergarten.

Specifically, it focuses on the aims and the practices of the curriculum and the way that children get involved in learning and playing together.

Finally, it helps students to develop their skills in order to design, apply and evaluate activities in Kindergarten.

Upon successful completion of this course, students should be able to:

- Report the purposes and the aims of the practices, that derive from current scientific data/
- Identify and justify the differences between the several practices that apply in Kindergarten, based on several criteria.
- Refer and explain the aims and the suggested practices that are mentioned in the curriculum.
- Design and literacy activities in all learning areas.
- Be able to process several activities in projects.
- Evaluate team or individual work.
- Make good use of current didactics that deal with early childhood learning.
- Record and evaluate activities.
- Understand their important role in children's learning.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

Showing social, professional and ethical responsibility and sensitivity to gender issues

Working independently

Team work

Criticism and self-criticism

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- **Adaptation on new situations**
- **Decision-making**
- **Respect for Diversity and multiculturalism**

- Teamwork
- Planning and management of projects.

(3) SYLLABUS

- Curriculum
- Project approach
- Main and secondary targets of teaching language in Kindergarten
- Text - centred approaches
- Language and literacy activities in Kindergarten
- Linguistic education and projects
- Reinforcement of children's competences
- Evaluation of activities and practices

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	In class lectures – workshops - teamwork projects											
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	All class material available in class-web Communication via e-mail MS Office PowerPoint											
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures (8 from 13 lessons X 3 hours)</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Team- work (5 from 13 lessons X 3 hours)</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">86</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>		Activity	Semester workload	Lectures (8 from 13 lessons X 3 hours)	24	Team- work (5 from 13 lessons X 3 hours)	15	Project	86	Course total	125
Activity	Semester workload											
Lectures (8 from 13 lessons X 3 hours)	24											
Team- work (5 from 13 lessons X 3 hours)	15											
Project	86											
Course total	125											
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral</i></p>	<p>I Presentation of a daily program (30%)</p> <p>II. Project (70%)</p>											

examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals: -

Helm, J.H. & Katz, L. (2010). *Young Investigators: The Project Approach in the Early Years, 2nd Edition*. New York: Teachers College Press.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_637	SEMESTER	8 th
COURSE TITLE	DISTANCE EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures and assignments	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (elective)		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek / English (in case Erasmus students attend the course)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1452/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this course we examine the prerequisites for providing distance education programs, the differences of those programs from the conventional and traditional programs, the basic methods for the development and implementation of distance education programs, the techniques for the development of educational material, as well as issues related to the use of technologies (e-learning, MOOCs, flipped classroom).

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

- Describe the reasons for the development of distance education and its differences from conventional / traditional education
- Identify the ways of planning and implementation of distance education programs
- Describe the key features of distance education applications based on the use of new (ICT) technologies.
- Analyze the basic features of the educational material in distance education.
- Apply the principles of developing educational material for distance learning to different settings of open education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Production of new research ideas
<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 • Adapting to new situations • Criticism and self-criticism

(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Distance education: conceptual definitions and theoretical approaches • Typologies of distance education institutions and programs • Design of distance education systems • Techniques for developing educational material for distance education • The role of the teacher in distance education • Case studies of distance education programs in Greece • Hybrid and mixed programs • ICT technologies in distance education (e-learning systems, MOOCs, flipped classroom) <p><i>During the attendance of the course, students are working in groups of four to develop in three meetings (nine hours) educational material for distance education in the subject they choose.</i></p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face, lectures and team assignments	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint, Prezi)	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	26
	Self-study	60
	Course total	125

ECTS	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>VII. Written examination at the end of the semester including multiple choice and open-ended questions (60%)</p> <p>VIII. Public presentation of assignments (40%)</p>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Depover, C., Karsenti, T., & Komis, V. (2017). *Pour comprendre les MOOCs: Nature, enjeux et perspectives*. Montreal: Presses de l'Université du Québec.

Karalis, T. (2016). *Introduction to Open and Distance Education*. Patras: University of Patras. [in Greek]

Karalis, T. (2016). Cascade approach to training: theoretical issues and practical applications in non-formal education, *Journal of Education and Social Policy*, 3(2), 104-108.

Kokkos, A. & Associates (2008). *Educating adult educators: evaluation study*. Athens: Hellenic Adult Education Association. [in Greek]

Keegan, D. (2001). *Basic principles of open and distance education*. Athens: Metahmio.

Tzimogiannis, A. (2017). *Electronic Learning: theoretical approaches and learning designs*. Athens: Kritiki.

- Related academic journals:

Open Education (<https://ejournals.epublishing.ekt.gr/index.php/openjournal>)

The International Review of Research in Open and Distributed Learning (<http://www.irrodl.org/index.php/irrodl>)

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	42840	SEMESTER	8th
COURSE TITLE	TOPICS ON EUROPEAN HISTORY HISTORY OF MODERN GREECE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, laboratory exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of Science/Optional		
PREREQUISITE COURSES:	There are not prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (as a reading course with English literature).		
COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42840		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p>At the end of this course the students should be able to have a critical overview of the main stages of the European History and of the ongoing process of the European unification</p>																			
<p>The following themes are examined:</p> <ul style="list-style-type: none"> • The process of the nation making • The gradual adoption of new institutions • The industrial and political Revolutions • The process of the European Unification 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p>Having completed this course, students will have developed:</p> <ul style="list-style-type: none"> • A comparative view of the similarities and of the dissimilarities of the history and of the culture of the European countries • A suggestive picture of the EU's institutions • A comparative view of the Greek history through a European perspective 																			

(3) SYLLABUS

•

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Brief student interventions • Optional paper presentations • Optional group paper presentations
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<p>Use of ICTs (powerpoints) in teaching, use of audio-visual means (video-documentaries) for the presentation of</p>

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>empirical examples, use of the electronic platform e-class to support the learning process..</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures – discussions based on the thematic of the course (3 conduct hours per week x 10 weeks).</p>	<p>30</p>
	<p>Seminars for the presentation and discussion of practical issues of sociological knowledge – group work(3 conduct hours per week x 3 weeks).</p>	<p>9</p>
	<p>Individual work by the students for the writing of answers to laboratory type activities after each lesson.</p>	<p>42</p>
	<p>Private study by the students.</p>	<p>44</p>
<p>Course total</p>	<p>125</p>	
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Student evaluation will be achieved through the final exams.</p> <p>Course evaluation is constant and formative, and is mainly performed by the students</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Αρβελέρ Ε., Aymard Μ., (2003), Οι Ευρωπαίοι» Β΄ τόμος Εκδόσεις Σαββάλας, Αθήνα.</p> <p>Κόκκινος Γ., (2000), (2000), «Αναζητώντας την Ευρώπη. Οι Αντιφάσεις της Ευρωπαϊκής Πολιτικής Κουλτούρας και η Ιδέα της Ευρωπαϊκής Ενοποίησης», Εκδόσεις. Μεταίχμιο, Αθήνα</p> <p>Mazower Μ. (2001) «Σκοτεινή Ήπειρος. Ο Ευρωπαϊκός εικοστός αιώνας» Εκδόσεις Αλεξάνδρεια, Αθήνα.</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
SEPARTMENT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF COURSE	UNDERGRADUATE		
COURSE CODE	ESC_850	SEMESTER OF STUDIES	8 th
COURSE TITLE	THEORIES OF LANGUAGE DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
Lectures and Assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge (Optional)		
PREREQUISITE COURSES:	Students should have passed the exams of Bilingual Education or Sociolinguistic Issues course, before attending this course.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	https://eclass.upatras.gr/courses/PN1547/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A ~ Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area ~ Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B ~ Guidelines for writing Learning Outcomes</p>
<p>This course examines the main theories of language development (grammar, semantics, pragmatics). Arising from psychological aspects of language, it focuses on social parameters. At the same time, the theories of acquisition or even learning of maternal language, their similarities and differences, the methodological requirements and the respective research questions are presented. The course aims at enabling students to gain a global knowledge of intertwining of several aspects of language development.</p> <p>By the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Identify the variety of definitions of language as posited by different theories; • Distinguish between language learning and language acquisition; • Understand the interconnection of the development in various linguistic levels; • Apply research outcomes in the practice for teaching young children (especially kindergarteners).
<p>General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Searching, analysis and synthesis of facts and information • Production of new research ideas • Promotion of free, creative and inductive thinking • Exercise of criticism • Respect to the diversity and the multiculturalism • Autonomous (Independent) work (Preparation of individual assignments) • Group work (Discussion, etc.) 	

(3) SYLLABUS (CONTENT)

<p>The course includes the following modules/units:</p> <ul style="list-style-type: none"> • " Historical debates" about nativist vs. environmental hypothesis of language acquisition • Theories concerning linguistic development and the ontogenesis of language (Chomsky, Vygotsky, Halliday) epistemological and methodological prerequisites • Language acquisition and/or development on the grounds of phonology, syntax, morphology, semantics, pragmatics • The development of linguistic and communicative competence and the impact of cultural and cognitive factors.
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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Face-to-face, Distance learning, etc</i></p>	<ul style="list-style-type: none"> • Face to face • Lectures • Group discussion • Employment of audiovisual material 												
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Support of the course through the e-class electronic platform of the University of Patras • Using Presentation Software (PowerPoint) • Use of internet (searching for relevant links, websites, etc.) 												
<p>TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i> <i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Δραστηριότητα</i></th> <th><i>Φόρτος Εργασίας Εξαμήνου</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (10 weeks out of 13 x 3 hours)</td> <td>30</td> </tr> <tr> <td>Assignments (3 weeks out of 13 x 3 hours)</td> <td>9</td> </tr> <tr> <td>Final Work File Composition</td> <td>21</td> </tr> <tr> <td>Independent (private) student's study</td> <td>65</td> </tr> <tr> <td>Total of Course</td> <td>125</td> </tr> </tbody> </table>	<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>	Lectures (10 weeks out of 13 x 3 hours)	30	Assignments (3 weeks out of 13 x 3 hours)	9	Final Work File Composition	21	Independent (private) student's study	65	Total of Course	125
<i>Δραστηριότητα</i>	<i>Φόρτος Εργασίας Εξαμήνου</i>												
Lectures (10 weeks out of 13 x 3 hours)	30												
Assignments (3 weeks out of 13 x 3 hours)	9												
Final Work File Composition	21												
Independent (private) student's study	65												
Total of Course	125												
<p>STUDENT ASSESSEMENT</p>	<ul style="list-style-type: none"> • Presentation (oral and written) of 												

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>works (20%)</p> <ul style="list-style-type: none"> • Final (written) examination with Development Questions (80%) <p>Criteria of evaluation (announced on the course website):</p> <ul style="list-style-type: none"> • Content (completeness of information, documentation of opinions, etc.). • Structure (and organization) of the written/spoken language. • Linguistic clarity (precision, observance of the written/spoken language specifications).
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(5) RECOMMENDED LITERATURE

<ul style="list-style-type: none"> • Halliday, M.A.K. (1976/2004). Early language learning. A sociolinguistic approach. Στο Collected Works, V. 4. The Language of Early Childhood (60-89). London: Continuum. • Halliday, M.A.K. (1980/2004). Three aspects of children's language development: learning language, learning through language and learning about language?. Στο Collected Works, V. 4. The Language of Early Childhood (308-326). London: Continuum. • Halliday, M.A.K. (1999). Η γλώσσα και η αναμόρφωση της ανθρώπινης εμπειρίας. Γλωσσικός Υπολογιστής, 1: 19-32. • Κατή, Δ. (1992α). Γλώσσα και επικοινωνία στο παιδί. Αθήνα: Οδυσσέας. [Κεφ. 4, Η κατάκτηση της γραμματικής· Κεφ. 5, Η κατάκτηση των σημασιολογικών γνώσεων· Κεφ. 6, Η ανάπτυξη πραγματολογικών, κειμενικών και κοινωνιογλωσσικών ικανοτήτων· κεφ. 7, Επικοινωνιακές ικανότητες και εκπαίδευση: γνωστικές και κοινωνικές διαστάσεις]. • Κατή, Δ. (1992β). Σημασιολογική ανάπτυξη. Στο Παιδαγωγική ψυχολογική εγκυκλοπαίδεια. Αθήνα: Ελληνικά Γράμματα. • Κατή, Δ. (2003). Από tabularasa σε πεμπτουσία του ανθρώπου. Η σημασία μιας τομής στις επιστημονικές αντιλήψεις για το παιδί. Στο Δ. Μακρυνιώτη (επιμ.) Κόσμοι της παιδικής ηλικίας. Αθήνα: Νήσος, 111-128. • Κονδύλη, Μ. (2003). Η γλώσσα του παιδιού στη κοινωνιοσημειολογική λειτουργική γλωσσολογία. Στο Δ. Μακρυνιώτη (επιμ.) Κόσμοι της παιδικής ηλικίας. Αθήνα: Νήσος, 129-150. • Κονδύλη, Μ. (2009). Εισαγωγή. Στο Ζαν Πιαζε-Νόαμ Τσόμσκι. Θεωρίες της γλώσσας, θεωρίες της μάθησης. Μια διαμάχη. 9-28. Αθήνα: Νήσος. • Μότσιου, Ε. (2014). Εισαγωγή στην ανάπτυξη της γλώσσας. Θεσσαλονίκη: University Studio Press. • Painter, C. (1999). Preparing for school: Developing a semantic style as a recourse for thinking: A linguistic view of learning. Στο R. Hasan & G. Williams (επιμ.) Literacy in society, 50-85. London/N.Y: Longman. • Πήτα, Ρ. (1998). Ψυχολογία της γλώσσας. Αθήνα: Ελληνικά Γράμματα. [Κεφ. 4, Ο παιδικός λόγος, ειδικά σσ. 125-133, Ερμηνευτικά μοντέλα της ανάπτυξης της γλώσσας].

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCE AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_870	SEMESTER	8th
COURSE TITLE	PEDAGOGICAL TRENDS IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background & skills development		
PREREQUISITE COURSES:	There are not any prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1491/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

In this course issues that concern the relation between pedagogical approaches and educational practice are discussed. Some of the most well-known approaches in Early Childhood Education are examined and aspects such as perceptions of children's thinking, children's active engagement, respect and appreciation for children's needs and interests are highlighted. Studying the work of classical pedagogues not only reveals that many of the beliefs about educational practice that we take for granted at present are the product of many efforts to apply and transform these fundamental principles but allows a deeper understanding of contemporary approaches as well.

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

- Define the main characteristics of different Early Childhood Education approaches and programs.
- Use different forms of sources (scientific papers, book chapters, related sites) and classify the provided information according to specific axes.
- Relate and elaborate data in order to highlight theoretical assumptions that each system applies concerning young children's thinking, activity, appreciation of needs and interests as well as the integration of play.
- Compare Early Childhood Education programs concerning the social-historical framework, the objectives, the methods and the role of the teacher.
- Make connections between traditional assumptions on teaching and learning and contemporary educational approaches.
- Develop and support his/her own focus on processes that reinforce young children's teaching and learning and make suggestions to possible implementations in today's educational reality.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data

Project planning and management

<i>and information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

<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 • Decision-making • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Criticism and self-criticism • Production of free, creative and inductive thinking
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(3) SYLLABUS

<p>The course includes the following modules:</p> <ul style="list-style-type: none"> • Froebel’s approach and “Kindergarten” • The Montessori Method in Early Childhood Education • Decroly’s pedagogical framework and his École de l’Ermitage (School of the Hermitage) • Claparède’s pedagogical principles and his experimental kindergarten (Maison des Petits) • Dewey’s pedagogical thinking and his focus on experience • Kindergarten in contemporary educational and social reality

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>-Face to face with all students -Students’ presentations/assignments</p>
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p>	<p>-E-class: Institution’s learning electronic platform (for communication, announcements, assignments etc.) -Presentations with the use of slideshow presentation</p>

<p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>programs (PowerPoint Software)</p>	
<p>TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures & student's presentations</p>	<p>39</p>
	<p>Study and analysis of bibliography</p>	<p>14</p>
	<p>Preparation and presentation of assignments</p>	<p>12</p>
	<p>Individual study & essay writing</p>	<p>60</p>
	<p>Course total</p>	<p>125</p>
<p>STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Presentation of assignment (20%).</p> <p>II. Written essay (according to texts' analyses and discussions during courses) (80%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Houssaye, J. (ed.) (2000). <i>Fifteen Pedagogues. Landmarks in the history of educational thinking.</i> Athens: Metexmio (in Greek).</p> <p>Doliopoulou, E. (2003). <i>Contemporary programs for children in the early years of education.</i></p>

Athens: Tipothito (in Greek).

Koutsouvanou E., Cuffaro, H., Shapiro, E., & Kamii, C. (1999). *Theory and methodology of Early Childhood Education*. Athens: Patakis (in Greek).

Husson, J. Gallien, G., Fonteyne, L., Claret, A., & Degand, J. (1961). *School for life through life. Decroly's pedagogical system*. Athens: Diptixo (in Greek).

Mooney, C. G. (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson & Piaget*. St. Paul: Redleaf Press.

Lillard, A. S. (2007). *Montessori, the Science behind the genius*. New York: Oxford University Press.

Claparède, E. (1911). *Experimental Pedagogy and the Psychology of the child*. UK: Thoemmes.

Avgitidou, S. (ed.) (2001). *Play. Contemporary research and teaching approaches*. Athens: Typothito (in Greek).

- *Related academic journals:*

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_877	SEMESTER	8 th
COURSE TITLE	ADVANCED TOPICS ON PHYSICS EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and assignments		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background (elective)		
PREREQUISITE COURSES:	PHYSICS EDUCATION FOR EARLY CHILDHOOD		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/PN1533/		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level,</i>
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<p><i>which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 																			
<p>Students are expected to be familiar with the basic concepts of the Physics Education and the basics relevant research findings</p>																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of new research ideas</i>	<i>Others...</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
																		
<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 • Production of new research ideas • Production of free, creative and inductive thinking 																			

(3) SYLLABUS

Analysis of the theoretical and experimental tools for introducing school age children to concepts and phenomena of Natural and Experimental Sciences

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face, lectures and team assignments
<i>Face-to-face, Distance learning, etc.</i>	

<p align="center">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p align="center"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the asynchronous electronic platform of the University of Patras (e-class). Use of presentation software (PowerPoint)</p>											
<p align="center">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">36</td> </tr> <tr> <td>Assignment in teams</td> <td align="center">46</td> </tr> <tr> <td>Self-study</td> <td align="center">43</td> </tr> <tr> <td>Course total</td> <td align="center">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	36	Assignment in teams	46	Self-study	43	Course total	125
<i>Activity</i>	<i>Semester workload</i>											
Lectures	36											
Assignment in teams	46											
Self-study	43											
Course total	125											
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Public presentation of assignments (80%)</p> <p>Oral final examination (20%)</p>											

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>a) Special brochures and power-point from which evolves the lesson [in Greek].</p> <p>b) Ravanis, K. (2016). Introduction to Science Education and Science teaching. Athens: New Technologies Editions [in Greek].</p>

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_880	SEMESTER	8th
COURSE TITLE	DESIGN AND EVALUATION OF EDUCATIONAL SOFTWARE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3 (lect.) 2 (lab)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PN1436/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Having completed this course, students will be able to:

- 1) Design software about which they are willing to make explicit claims about the intended student audience, the needs of that audience, how the software meets those needs (including choice of media, structure, and interface), and what should be learned from the software
- 2) Apply the ADDIE model to design educational software
- 3) Apply the West & West model to design framed wiki based learning activities.
- 4) Evaluate the software and describe which (of many possible) variables were studied, why these variables were studied, how these variables were studied (what methods), and why those methods were used.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international

environment

Working in an interdisciplinary

environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- *Search for, analysis and synthesis of data and information, with the use of the necessary technology*
- *Working independently*
- *Team work*
- *Working in an interdisciplinary environment*
- *Criticism and self-criticism*
- *Respect for the natural environment*
- *Showing social, professional and ethical responsibility and sensitivity to gender issues*
- *Production of free, creative and inductive thinking*

(3) SYLLABUS

The course provides necessary skills and knowledge in developing and applying criteria used for evaluation of instructional courseware. The following themes are examined:

- 1) Historical background, learning theories and development of computer-aided instruction.
- 2) General features of educational software.
- 3) Main characteristics of common methodologies, such as ADDIE model, used in instructional design.
- 4) Cognitive Load Theory and its implications on design and evaluation of educational software.
- 5) Provide the necessary background and skills needed to design and develop game like learning environments.
- 6) Formative and summative evaluation of instructional software.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, seminars and laboratory work face to face.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the e-class LMS platform, in the form of a series of ppt files. where from the students can freely download them.</p> <p>Additional web 2.0 services such as Google Drive are also adopted.</p>

TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<i>Activity</i>	<i>Semester workload</i>
Lectures (13x 3) hours)	39
Laboratory work (13x2 hours)	26
Laboratory mini projects and essay	25
Private study	35
Course total	125

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

1. Final exam using multiple choice questionnaire (25%)
2. Design, delivery and evaluation of an activity in the context of preschool education using mobile technology (25%)
3. Presentation of a work related to the topic (25%)
4. Design of a wiki mediated activity or a program using App-Inventor (25%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Alessi, S.M., & Trollip, S.R. (2001). *Multimedia for learning: Methods and development* (3rd ed., pp. 138-179). Needham Heights, MA: Allyn & Bacon.
2. Βοσνιάδου, Σ. (2006). *Σχεδιάζοντας περιβάλλοντα μάθησης υποστηριζόμενα από τις Σύγχρονες Τεχνολογίες*, Αθήνα: GUTENBERG.
3. Μακράκης, Β. (2000). *Υπερμέσα στην Εκπαίδευση, Μια Κοινωνιο-Επικοινωνιακή Προσέγγιση*. Αθήνα: Μεταίχμιο.
4. Σολομωνίδου Χ. (2006). *Νέες τάσεις στην εκπαιδευτική τεχνολογία Επικοινωνιακός και σύγχρονα περιβάλλοντα μάθησης*, Αθήνα: Μεταίχμιο.
5. Ν. Αβούρης, Χ. Καραγιαννίδης & Β. Κόμης (επιμέλεια, 2008), *Συνεργατική Τεχνολογία, Συστήματα και Μοντέλα Συνεργασίας για Εργασία, Μάθηση Κοινότητες Πρακτικής και Δημιουργία Γνώσης*, Αθήνα: Κλειδάριθμος.
6. Tapscott, D., & Williams, A.D. (2006). *Wikinomics: How mass collaboration changes everything*. NY: Penguin.
7. West, J.A. & West, M.L. (2009). *Using Wikis for Online Collaboration*. San Francisco: Jossey-Bass.
8. Wolber, D., Abelson, H., Spertus, E., & Looney, L. (2014). *App Inventor 2: Create Your Own Android Apps*. O'Reilly Media, Inc.
9. Duffy, T., & Kirkley, J. (2004). *Learner-Centred theory and practice in distance education cases from higher education*. Mahwah, N.J.: Lawrence Erlbaum Associates.

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_910	SEMESTER	8 th
COURSE TITLE	BODILY AND THEATRICAL EXPRESSION IN EARLY CHILDHOOD EDUCATION - DRAMATISATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Experiential teaching, Exercises, Lectures, Team work		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development (optional)		
PREREQUISITE COURSES:	<p>There are not prerequisite courses.</p> <p>The students are advised to have previously attended at least two of the courses: "Didactics of Movement and Rhythm", "Movement Play and Theatrical Game", and "Psychomotor and Physical Education in Early Childhood".</p>		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (as a reading course with French or English literature)		
COURSE WEBSITE (URL)	http://eclass.upatras.gr/courses/PN1509/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course is based on experiential teaching with enriched theory on the fields of body expression, theatrical expression, and dramatisation in early years education. Students will develop their personal expression skills and attain the indispensable theoretical foundations and practical experiences to effectively teach and animate different forms of performing arts. The alternative teaching method, based on experiential and embodied learning, aims to develop team spirit, promote active participation and learning, foster interaction, and establish a safe environment so that students' bodily and theatrical expression will be activated.

By the end of this course the student will be able to:

- Bring out his/her potential and creativity to organise Theatre in Education Programmes.
- Organise pedagogical actions based on different forms of performing arts.
- Apply the multiple skills needed to animate creative activities.
- Use techniques which will help children discover their creative abilities, express themselves freely in many ways, comprehend other people's emotions, process the implications of an action, and communicate more effectively.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Production of new research ideas
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information • Adaptation to new situations • Decision making • Working independently • Team work • Criticism and self-criticism • Production of free, creative and inductive thinking

(3) SYLLABUS

<p>The following themes are examined:</p> <ul style="list-style-type: none"> • Fostering of group dynamics • Physical exercises (techniques of relaxation, breathing, body posture and body alignment, Alexander, Feldenkrais, Chladek and body control techniques, elocution) • Development of technical and expressive elements in human body movement • Cognition, awareness and perception of body and space, orientation, levels, axes, directions, time, speed, rhythms, dynamics, style • Forms of performing arts in kindergarten (expressive movement, dance, movement theatre, mimics/pantomime, tableau vivant, improvisation, object theatre: puppets, shadows, masks, etc.) • Dramatisation stages • Stories, fables and fairytales • The educator as an animator • Script writing, stage direction, stage design

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (the course is based on experiential and embodied learning)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of e-class (the e-learning platform of the University of Patras) • Use of PowerPoint • Use of audiovisual (video, events, performances) • Links to external websites 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the</i>	<i>Activity</i>	<i>Semester workload</i>
	Experiential teaching	40
	Lectures	15
	Team work	10
	Individual work	10
	Performance creation	20
	Hours for private study of the student	30

<i>hours of non-directed study according to the principles of the ECTS</i>	Course total	125 hours
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Performance creation (60%) comprising writing and performing an original theatrical piece for children or teachers, based on course content and bibliography</p> <p>II. Public presentation of team written work (20%)</p> <p>III. Public presentation of individual written work (20%)</p>	

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>Alkistis. (1989). The improvised theater in the school. Preparing for dramatisation. Athens: Alkistis. [in Greek]</p> <p>Collectif. (2004). Imaginations pour expression corporelle des petits. Paris: Nathan.</p> <p>Govas, N. (2002). For a creative young theater. Exercises, games, techniques. A practical aid for animators of theater groups and teachers. Athens: Metaichmio. [in Greek]</p> <p>Hendy, L., Toon, L. (2001). Supporting drama and imaginative play in the early years. Buckingham, Philadelphia: Open University Press.</p> <p>Papadopoulos, S. (2010). Pedagogy of theater. Volos: Dimitrios N. Pantelis. [in Greek]</p> <p>Riga, V. (2004). Body expression in kindergarten and elementary school. Athens: Typothito-Giorgos Dardanos. [in Greek]</p> <p>Tsiaras, A. (2016). The improvised theatrical expression in the classroom. Athens: Papazisis. [in Greek]</p> <p><i>- Related academic journals:</i></p> <p>Education and Theatre [in Greek]</p> <p>Performance Research</p> <p>Studies in Theatre and Performance</p> <p>TDR: The Drama Review</p> <p>Theatre, Dance and Performance Training</p>
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COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATIONAL SCIENCES AND EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	ESC_660	SEMESTER	8th
COURSE TITLE	SOCIOLOGICAL APPROACH TO SCHOOL KNOWLEDGE AND PEDAGOGICAL PRACTICES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, laboratory activities, Practice in Kindergarten and Primary schools	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background/Field of science/Skill development/Optional/Seminar.		
PREREQUISITE COURSES:	Successful attendance on the compulsory course "Sociology of Education" and the optional course "Introduction to Sociology I". In addition, for participation in this seminar, successful attendance on the optional course "Introduction to Sociology II" will be taken into consideration.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No.		

COURSE WEBSITE (URL)	http://www.ecedu.upatras.gr/services/site/spoudes.php?sm=12&lessoncode=42660 ; https://eclass.upatras.gr/courses/PN1478/
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(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course focuses on the approach to and analysis of the social character of the selection and organization of school knowledge and the shaping of various forms of pedagogical practice for the managing of this knowledge by teachers and pupils in the framework of the school. In addition, the aim of the laboratory sessions that will take place is the sociological approach to and analysis of practices for the organization and operation of school and pre-school units.

At the end of the course, the student who has followed it systematically will be able to:

- Approach and explain the social nature of the selection and organization of school knowledge which is formed through a process of recontextualization and set out in the curricula and educational “packages” for various lessons.
- Apply the necessary theoretical knowledge to explain the means of implementation of power and the principles of social control for the promotion of cultural “production” and cultural “reproduction” through: (a) the process of the formation of school knowledge, and (b) the pedagogical practices that are implemented in teaching and its evaluation.
- Explain and analyse, using the concept of classification from Bernstein’s theoretical framework, the formation of a “collection type” curriculum, as is the curriculum that is implemented in Greek compulsory education.
- Approach and explain, using the concept of framing from Bernstein’s theoretical framework, the types of pedagogical practices that may be applied for the pedagogical approach to school knowledge in the context of the school classroom.
- Define and analyse the features of the roles of the kindergarten teacher and the head of the primary education school unit (such as the one-teacher state kindergarten schools in which the students as future kindergarten teachers will work).
- Approach and explain the practices that are applied for the organization and operation of a primary education school from the point of view of the role of the head of the school unit.
- Present, analyse and explain in front of fellow students the findings that have emerged from the study of specific bibliographic sources.

- Plan and implement a project that will focus on the shaping of spaces in a kindergarten school, and their pedagogical use, with the application of the research tools of observation and interview.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>

- Pursuit, analysis and collation of data and information, using the necessary technology.
- Independent work.
- Group work.
- Adapting to new situations.
- Respect for diversity and multiculturalism.
- To demonstrate social, professional and moral responsibility and sensitivity to matters of gender.
- The exercise of critical thought and self-evaluation.
- Promotion of free, creative and inductive thought.

(3) SYLLABUS

The thematic units that will be developed are:

- The use of macro-sociological and interpretative sociological approaches for the analysis and interpretation of educational reality.
- Cultural reproduction theories and their contribution to the approach to school knowledge and pedagogical practices.
- The “New Sociology of Education” and its contribution to the approach to school knowledge and pedagogical practices.
- Presentation and explanation of the main concepts from Basil Bernstein’s theory of school knowledge and pedagogical practices (linguistic codes – conceptual orientations and education, educational code, use of the concepts of “classification” and “framing” for the analysis of curricula and pedagogical practices).
- Use of studies on school knowledge (curricula – school textbooks – teaching/pedagogical material) and

the pedagogical practices that are selected for teaching it which make use of Basil Bernstein's theoretical framework.

- The approach to a scientific article and utilization of its features for the writing of scientific papers.
- The research project and its implementation on the micro-level of the kindergarten school and the classroom.
- Laboratory (theory and practice): The role of the kindergarten teacher and the head of primary education schools for the organization, management and operation of a school classroom in particular, and a school unit in general.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>(a) Face-to-face lectures.</p> <p>(b) Laboratory activities during the course through which an attempt is made to link the course syllabus to the educational reality of pre-school school units.</p> <p>(c) Showing of visual material and its link with the course syllabus.</p> <p>(d) Students' study of scientific bibliography based on the course thematic and presentation of their findings to their fellow students.</p> <p>(e) Laboratories for the observation of the school framework and the operation of kindergarten schools. Discussions with kindergarten teachers, educational staff and headteachers on the means of organization and operation of school and pre-school educational units.</p> <p>(f) Preparation of a project concerning the observation and analysis of the organization and pedagogical use of the school framework of a particular kindergarten school.</p>									
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICTs (powerpoints) in teaching, .utilization of audio-visual means for the presentation of empirical examples, use of the electronic platform e-class to the support the learning process.</p>									
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 conduct hours per week x 7 weeks)</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Seminars - Presentation and discussion of practical sociological issues (3 conduct hours per week x 3 weeks).</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Laboratory on how to study the scientific bibliography, how to implement a project and the presentation of bibliographical type papers by the students(3 conduct hours per week x 3 weeks).</td> <td style="text-align: center;">9</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 conduct hours per week x 7 weeks)	21	Seminars - Presentation and discussion of practical sociological issues (3 conduct hours per week x 3 weeks).	9	Laboratory on how to study the scientific bibliography, how to implement a project and the presentation of bibliographical type papers by the students(3 conduct hours per week x 3 weeks).	9	
<i>Activity</i>	<i>Semester workload</i>									
Lectures (3 conduct hours per week x 7 weeks)	21									
Seminars - Presentation and discussion of practical sociological issues (3 conduct hours per week x 3 weeks).	9									
Laboratory on how to study the scientific bibliography, how to implement a project and the presentation of bibliographical type papers by the students(3 conduct hours per week x 3 weeks).	9									

<i>learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Individual work by the students for the writing of responses to laboratory type activities.	12
	Individual study and analysis of the scientific bibliography.	20
	Realization and authorship of a project.	40
	Practice in schools.	14
	Course total	125
STUDENT PERFORMANCE EVALUATION	<p>The evaluation of the students will take place in three interrelated ways:</p> <p>a) With the preparation and presentation of a paper concerning the study of the scientific bibliography which will focus either on school knowledge and the pedagogical approach to it, or on the practices for the provision of education to pupils (30% of the final mark).</p> <p>b) With the evaluation of the quality of the students' work in Laboratory Activities which will be carried out during the teaching meetings (20% of the final mark). And,</p> <p>c) With the realization of a final project which will refer to the observation and analysis of the means of organization and operation of a particular unit of pre-school education. More specifically for the implementation of this project, each student will need to travel to a kindergarten school and work with the pre-school teacher in order to be able to observe, record, explain and analyse (using appropriate theoretical concepts which will have been taught during the course) the pedagogical practices that are developed there (50% of the final mark).</p>	
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		

(5) ATTACHED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <ul style="list-style-type: none"> • Bernstein, B. (1991). <i>Pedagogic Codes and Control</i>. Athens: Alexandria Editions. • Solomon, J., & Kouzelis, G. (Eds) (1994). <i>Discipline and Knowledge</i>. Athens: Nisos Editions. • Witty, G. (2007). <i>Sociology and School Knowledge</i>. Thessalonica: Epikentro Editions. • Mylonas, T. (χ.χ.). <i>Social reproduction and school. Theory and experience</i>. Athens: Armos editions. • Charlot, B. (1999). <i>The relationship with the knowledge. Elements for a theory</i>. Athens: Metaixmio. • Fischer, L. (2006). <i>Sociology of the School</i>. Athens: Metaixmio. • Blackedge, D., & Hunt, B. (2004). <i>Sociology of Education</i>. Athens: Metaixmio. • Lamnias, C. (2001). <i>Sociological Theory and Education</i>. Athens: Metaixmio. • Giddens, A. (2002). <i>Sociology</i>. Athens: Gutenberg.

- Hughes, M., & Kroehler, C.J. (2014). *Sociology. The Core*. Athens: Kritiki editions.
- A folder with laws, administrative documents and circulars from the Ministry of Education which determine, on the one hand, the duties and role of the Pre-school teacher and the Headteacher, and, on the other, the means of organization, administration, management and operation of primary school units.

- Related academic journals:

- Assessment in Education
- British Journal of Sociology of Education
- Comparative Education
- Compare
- Contemporary Sociology
- Education Policy
- European Educational Research Journal
- Gender and Education
- Globalisation, Societies and Education
- International Studies in Sociology of Education
- International Journal of Sociology of Education
- Italian Journal of Sociology of Education
- Journal of Curriculum Studies
- Journal of Sociology
- Qualitative Sociology
- Pedagogy, Culture & Society
- Research in the Sociology of Education
- Review of Education, Pedagogy, and Cultural Studies
- Sage Open
- Sociology of Education
- Social Problems
- Sociological Perspectives
- Social Research
- Sociological Research Online
- Symbolic Interaction
- The Sociological Quarterly
- The Sociological Review