

Course Title	Organization and operation of pre-primary school				
Course Code	EDUP 101				
Course Type	Compulsory				
Level	Bachelor				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected to:</p> <ul style="list-style-type: none"> Name the basic principles of organizing and administrating a kindergarten. Describe how a kindergarten operates (typology of kindergartens) Recognise how kindergarten time is organised and understand the nature of the different types of planning (annual, weekly, daily). Outline the role of the leader in the organisation and operation of the kindergarten. Organise the kindergarten classroom within a space of challenge and knowledge. Evaluate the elements of a successful collaboration between parents and the school. 				
Learning Outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> organise the space of the kindergarten (classroom and outdoor space), realising the importance of the organisation of school time. know the importance of play (free or structured) in the development of the child. design play-based activities depending on the group of children of preschool age. distinguish the effective leader. Identify the elements of a successful partnership between parents and the school. 				
Prerequisites	EDUS 100	Required			
Course Content	<ul style="list-style-type: none"> The role played by kindergarten teachers, the principal, other staff and parents in the smooth organisation and operation of a kindergarten The space and daily practice in kindergarten (classroom rules, routines) Navigation in the space of a kindergarten classroom (learning centres/stations, centres/stations of interest) and contact with the various elements of the space of a kindergarten (outdoor space, etc) 				

	<ul style="list-style-type: none"> • How to organise time in a kindergarten. • Familiarity with the general mode of operation of a kindergarten (celebrations, events, typology of kindergartens, etc)
Teaching Methodology	Lectures, forum discussions, student presentations, hands-on activities, individual and group work,.
Bibliography	<p>Σιβροπούλου, Ρ. (2019). <i>Παιχνίδι και μαθησιακά κέντρα στο νηπιαγωγείο</i>. Αθήνα: Πατάκη.</p> <p>Γερμανός, Δ. (2018). <i>Χώροι για το Παιδί ή Χώροι του Παιδιού</i>; Πανεπιστήμιο Κρήτης.</p> <p>Kieff, E. J. (2017). <i>Παιγνιώδης μάθηση και διδακτική: Η ενσωμάτωση του παιχνιδιού στο νηπιαγωγείο και το δημοτικό σχολείο</i>. Αθήνα: Gutenberg.</p> <p>Μιχαλοπούλου, Κ. (2018). <i>Προσχολική εκπαίδευση. Μεθοδολογικές προσεγγίσεις και αναλυτικά προγράμματα</i>. Αθήνα: Πεδίο.</p> <p>Δαφέρμου, Χ. Καλούρη, Π.& Μπασαγιάννη, Ε. (2011) Οδηγός Νηπιαγωγού: Εκπαιδευτικοί σχεδιασμοί, δημιουργικά περιβάλλοντα μάθησης Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων Παιδαγωγικό Ινστιτούτο (ΟΕΔΒ).</p> <p>Beaver, N. & Wyatt, S. (2022). <i>Early Education Curriculum: A Child's Connection to the World</i> (MindTap Course List). Cengage Learning, 8th edition.</p> <p>Υ.Π.Π. (2021). Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης. Λευκωσία.</p> <p>UNESCO, (2016). <i>Bureau of Strategic Planning</i>. Retrieved from http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/medium-term-strategy-c4/</p> <p>Η παιδαγωγική προσέγγιση του Reggio Emilia (2018). From: https://www.schooling.gr/article/31/i-paidagogiki-proseggisi-tou-reggio-emilia</p> <p>ΥΠΠ. (2016). <i>ΝΗΠΙΑΓΩΓΕΙΟ. Πρότυπα Σχεδιασμού</i>. From: http://www.moec.gov.cy/technikes_ypiresies/protypa/schediasmos_scholeio/nipiagogeio_protypa_sched.pdf</p>
Assessment	Class participation, individual work, collaborative work-presentation, written exam.
Language	Greek

Course Title	Early childhood Pedagogy				
Course Code	EDUP 111				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected:</p> <ul style="list-style-type: none"> to realise the importance of preschool education. to get to know great educators, their main views, as well as the applications of their theories. to compare the aims, priorities and mode of operation of preschool education according to the social, cultural, historical and scientific context. to know the aims and objectives of preschool education (Institutionalised purposes of preschool education in Greece). to recognise the characteristics of modern educational approaches (constructivism, differentiation of teaching, collaborative learning, etc) that upgrade teaching in preschool learning environments. 				
Learning Outcomes	<p>Upon completion of the course, students will be able:</p> <ul style="list-style-type: none"> to know the origin and historical development of preschool education. to support the need for preschool education. to interpret the multiple roles of kindergarten teachers and their professional activity. to suggest developmentally appropriate teaching practices that can be applied in the kindergarten. to organise learning experiences for preschool children by applying modern educational approaches. 				
Prerequisites	EDUS 100	Required	NONE		
Course Content	<ul style="list-style-type: none"> The importance of preschool education: aims and objectives. Historical review of preschool education. 				

	<ul style="list-style-type: none"> • Overview of pedagogical trends and their gradual evolution from the beginning of the 20th century to the present day • Pairing of modern preschool theory and practice with elements of the past and highlighting the continuity and evolution of pedagogical thought. • Preschool education in Cyprus and Greece.
Teaching Methodology	Lectures-presentations, assignments-presentations
Bibliography	<p>Saracho, O. (2019): <i>Contemporary Perspectives on Research in Motivation in Early Childhood Education</i>. ISBN: 9781641134910 Access URL: https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=5730719</p> <p>Κακανά, Δ. & Σιμούλη, Γ. (2008). <i>Η Προσχολική Εκπαίδευση στον 21^ο αιώνα: Θεωρητικές Προσεγγίσεις και Διδακτικές Εφαρμογές</i>. Θεσσαλονίκη: Επίκεντρο.</p> <p>Roorparine, J. & Johnson, J. (2006). Ποιοτικά προγράμματα προσχολικής εκπαίδευσης: Παραδείγματα από την Διεθνή πρακτική. Αθήνα: Αφοι Παπαζήση.</p> <p>Κουτσουβάνου, Ε, & ομάδα εργασίας (2005) <i>Προγράμματα Προσχολικής εκπαίδευσης και διαθεματική διδακτική προσέγγιση</i>. Εκδόσεις: Οδυσέας</p> <p>Πανταζής, Σπ. & Σακελλαρίου, Μ. (2005). <i>Προσχολική Παιδαγωγική: Προβληματισμοί-Προτάσεις</i>. Αθήνα: Ατραπό.</p> <p>Ντολιοπούλου, Ε. (2005) <i>Σύγχρονα Προγράμματα για παιδιά Προσχολικής Ηλικίας</i>. Τυπωθήτω- Δαρδανός</p> <p>Συλλογικό έργο (2008). <i>Η προσχολική εκπαίδευση στον 21ο αιώνα. Θεωρητικές προσεγγίσεις και διδακτικές πρακτικές</i>. Αθήνα: Επίκεντρο ISBN:9789604581733</p> <p>Rodger, R. (2016). <i>Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents</i>. Routledge.</p>
Assessment	Individual activities, group project, written exam.
Language	Greek

Course Title	Mathematical Concepts in Kindergarten				
Course Code	EDUP 133				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/ week
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Develop a concrete body of subject knowledge regarding different areas of mathematics, which are included in the preschool mathematics curriculum. • Develop conceptual understanding of concepts, procedures, and strategies. • Represent mathematical concepts with various forms of representations (i.e. symbolic, verbal, pictorial, with objects). • Be involved in problem solving procedures through a productive teamwork. • Develop positive attitudes towards mathematics. 				
Learning Outcomes	Upon completion of this module, students should have developed deep conceptual understanding of mathematical concepts and procedures of early-year mathematics, as well as the development of these concepts and procedures during children's transition from kindergarten to elementary school.				
Prerequisites	None	Required	None		

Course Content	<ul style="list-style-type: none"> • Learning and teaching mathematics with conceptual understanding • Numbers, number systems, place value • Addition and subtraction • Multiplication and division • Basic principles of arithmetics • Fractions • Decimal numbers and percentages • From arithmetics to algebra – Patterns • Measurement • Shapes and space • Data handling and statistics
Teaching Methodology	Lectures, individual and group work
Bibliography	<ul style="list-style-type: none"> • Lecturer’s notes • Catherine, S. (2017). <i>The origins of mathematical knowledge in childhood</i>. Routledge. • MacDonald, A. (2018). <i>Mathematics in early childhood education</i>. Oxford University Press Australia and New Zealand. • Montague-Smith, A., Cotton, T., Hansen, A., & Price, A. J. (2017). <i>Mathematics in early years education</i>. Routledge.
Assessment	<ul style="list-style-type: none"> • Active participation in class & weekly assignments • Essay & presentation • Midterm exam • Final exam
Language	Greek

Course Title	Designing Experiments in Kindergarten				
Course Code	EDUP 143				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 1 st or 2 nd semester				
Teacher's Name	Dr. Maria Evagorou				
ECTS	5	Lectures / week	3 hours lecture/ week	Laboratories / week	
Course Purpose and Objectives	<p>The purpose of this course is to provide students with opportunities to be involved in scientific investigations in ways that will firstly familiarize them with the science content and secondly will enable them to design long term investigations appropriate for pre-primary students.</p> <p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Be able to design long term investigations to study scientific concepts that are also appropriate for younger students. • Present the outcomes of their scientific investigations in the form of a scientific document (use of evidence, use of drawings and models to present their evidence, explanation of findings using appropriate language). • Familiarize with an array of natural phenomena and will develop an understanding and an appreciation of the natural world and how it functions. • Design scientific investigations to study natural phenomena, with an emphasis on the collection of authentic data. • Apply the experiments they design in a context that is appropriate for pre-primary school students. • Participate in a science fair with pre-primary school students to present the outcomes of a long term investigation along with a teaching activity. 				
Learning Outcomes	<p>By the end of this course students will:</p> <ul style="list-style-type: none"> • Develop scientific reasoning that is relevant to topics that can be taught to kindergarten school students. • Understand the scientific method and how students develop their understanding in specific topics in which they were taught. • Develop and present long term investigations suitable for younger students. 				
Prerequisites	None	Required	None		

Course Content	<ol style="list-style-type: none"> 1. Scientific Investigations in pre-primary school <ol style="list-style-type: none"> 1. Waste management 2. Quality of water 3. Air quality 4. Energy management 5. Weather conditions 2. The scientific process 3. Scientific method skills 4. Using sensory experiences to develop understanding of science concepts. 5. Using the experiment in kindergarten science. 6. Inquiry as a way to respond to science related questions.
Teaching Methodology	Designing experiments, group work, inquiry based learning, student presentations, lectures.
Bibliography	<p><u>Required</u></p> <p>Ραβάνης Κ. (2019): <i>Δραστηριότητες για το Νηπιαγωγείο από τον κόσμο της Φυσικής</i>. Αθήνα: Δίπτυχο.</p> <p>Ερευνητική Ομάδα Μάθησης στις Φυσικές και Περιβαλλοντικές Επιστήμες. (2010). <i>Το πανηγύρι της Επιστήμης ως μέσο καλλιέργειας δεξιοτήτων διερεύνησης</i>. Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού Κύπρου.</p> <p><u>Additional</u></p> <p>Achieve. (2012). <i>The Next Generation Science Standards</i>. Retrieved from: http://www.nextgenscience.org/</p> <p>Evagorou, M. & Puig, B. (2017). Engaging Elementary School Pre-service Teachers in Modeling a Socioscientific Issue as a Way to Help Them Appreciate the Social Aspects of Science. <i>International Journal of Education in Mathematics, Science and Technology</i>. DOI: http://dx.doi.org/10.18404/ijemst.99074</p> <p>Samarapungavan, A., Patrick, H. & Mantzicopoulos, R. (2011) What kindergarten students learn in inquiry-based science classrooms. <i>Cognition and Instruction</i>, 29 (4), 416-470.</p> <p>Watts, M. & Silby, Al. (2020). <i>Early Years Science Education: A contemporary look</i>. Taylor and Francis.</p> <p>Waite-Stypianksy & Cohen, L. (2020). <i>STEM in Early Childhood Education</i>. Routledge.</p>
Assessment	Formative assessment-feedback, individual project, group project-presentation, science fair, final exam.
Language	Greek

Course Title	Art Education in Kindergarten				
Course Code	EDUP 151				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Eliza Pitri				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Study the importance of the visual arts in growth and development. • Investigate and apply the potentials of various visual arts media and materials in kindergarten. • Identify the visual elements and principles of design in works of art, and describe and interpret them in writing and orally using the correct terminology. • Be introduced to the methodology of teaching art through studying contemporary theories of visual arts education in kindergarten. 				
Learning Outcomes	<p>For the students to:</p> <ul style="list-style-type: none"> • Organize art activities for preschool children that contribute to their cognitive, psychological and physical development. • Use contemporary methods and strategies for approaching artworks for planning developmentally appropriate activities for children in kindergarten. • Choose artworks and organize related visual art activities for situated learning in kindergarten and in other learning contexts. 				
Prerequisites	none	Required	none		
Course Content	<ul style="list-style-type: none"> • Aims, goals and the crosscultural character of art activities in kindergarten. • Describing art works (aesthetics, content, structure, elements and principles of design). • Interpreting art works and methods of approaching art in kindergarten. • Characteristics and assessment of young children's art work. • Creative problem solving and related concepts in early childhood. • The Reggio Emilia preschools. • Museum education. • Drawing facial expression. • Shadow play. • Painting and narrative art. • 3D art in preschool (themes, methods and media). 				

Teaching Methodology	Lectures, individual and group work, studio work
Bibliography	<p>Roy, D., Baker, W. & Hamilton, A. (2019). <i>Teaching the Arts: Early Childhood and Primary Education</i>. Cambridge, UK: Cambridge University Press. ISBN-13: 978-1108552363 ISBN-10: 1108552366</p> <p><u>Veronica Pacini-Ketchabaw, V., Kind, S. & Kocher, L. (2016). <i>Encounters With Materials in Early Childhood Education</i>. Routledge. ISBN: 9781138821460</u></p> <p><u>Isenberg, J. & Jalongo, M. (2017). <i>Creative Thinking and Arts-Based Learning: Preschool Through Fourth Grade</i>. Cambridge, UK: Pearson. ISBN-13: 978-0134290065 ISBN-10: 0134290062</u></p>
Assessment	Studio work presentations and feedback, midterm assignment, final written assignment and presentation
Language	Greek

Course Title	Dance in Kindergarten				
Course Code	EDUP 165				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Christina Patsalidou				
ECTS	5	Lectures / week	1.5 hour	Laboratories / week	1.5 hour
Course Purpose and Objectives	This course examines the benefits of dance in the pre-primary classroom, approaches and methodologies in teaching dance to children and their development in relation to dance. Students will explore dance and its elements through guided improvisation techniques and experience the basic movement vocabulary in order to enable them to design appropriate creative movement activities.				
Learning Outcomes	<p>After the completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1. identify the benefits of dance in kindergarten 2. experiment the movement vocabulary and identify the developmental characteristics of the children in kindergarten 3. employ the dance elements and movement qualities in their teaching 4. utilize the artistic processes of creating, performing, responding and connecting in teaching dance 5. create dance activities within the academic curriculum 6. create age-appropriate movement activities using the USA dance anchor standards 7. identify the different methods of dance instruction 8. evaluate and assess the developmental stages in dance 				
Prerequisites	None	Required	Yes		
Course Content	<ol style="list-style-type: none"> 1. benefits of dance in kindergarten 2. developmental characteristics of the kindergarten student in relation to dance 3. elements of dance 4. creative processes: create, perform, respond, connect 5. free and guided improvisation techniques through lab time 6. USA Dance Anchor Standards for the student in kindergarten 7. best pedagogical practices and class management techniques for the classroom teacher 8. dance and the Project method 9. creation of age and level appropriate creative movement activities 10. teaching styles in dance/methods of instruction 11. student teaching 12. evaluation and assessment of in class creative movement activities 				

Teaching Methodology	The class will be conducted through presentations and discussions, individual and group projects, dance labs exploring movement quality and the dance elements, workshops exploring movement through free and guided improvisation, student teaching
Bibliography	<p>Risner D, Schupp K. (2020). Ethical Dilemmas in Dance Education: Case Studies on Humanizing Dance Pedagogy. McFarland & Company, Inc., Publishers.</p> <p>Naughton C., Cole D. (2018) Art, Artists and Pedagogy, Philosophy and The Arts in Education. Routledge.</p> <p>Halprin A, Kaplan R. (2019) Making Dances That Matter: Resources for Community Creativity. Wesleyan University Press.</p> <p>Midgelow, V. (2019) The Oxford Handbook of Improvisation in Dance. OUP USA</p> <p>Shupp K. (2020) Dance Education and Responsible Citizenship. Promoting Civic Engagement through Effective Dance Pedagogies. Routledge</p> <p>Koff, S. (2021) Dance Education. A Redefinition. Bloomsbury Publishing</p> <p>Blackburne L. (2020) Dance Education Resources: For The Classroom. Independently published</p>
Assessment	In-class participation, written assignment, dance labs, creation of movement tasks utilizing the dance anchor standards, student teaching
Language	Greek

Course Title	Designing Activities in Kindergarten				
Course Code	EDUP 201				
Course Type	Compulsory				
Level	Bachelor				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lecture/ week
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <p>The student:</p> <ul style="list-style-type: none"> To develop teaching skills related to the lesson planning methodology, based on the development of the creativity of his/her students. To follow the strategies for meaningful artmaking for personal artistic expression. To apply the strategies for meaningful artmaking in his/her teaching plans. To design activities based on the creative expression of preschool children To plan creative educational activities in a way that ensures the effectiveness and quality of learning in kindergarten To plan creative activities in which the process of reflection is utilised To develop teaching skills related to the methodology, organisation and administration of the classroom based on the development of his/her students' creativity. 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> to plan educational activities in a way that ensures the effectiveness and quality of learning in kindergarten to apply strategies for meaningful artmaking in their teaching plans to apply modern pedagogical methods of experiential-communicative teaching / project. to design activities based on the creative expression of preschool children. to apply the reflection process to the teaching methods and approaches implemented in kindergarten. 				
Prerequisites	EDUP 111	Required	None		
Course Content	This course introduces the student to the daily operation of the kindergarten and the organisation of activities, based on the curriculum, so that it leads to the comprehensive and balanced development of preschool children. In the course modern pedagogical methods are studied, which govern the				

	<p>activities in the kindergarten with emphasis on the cultivation of creative thinking.</p> <ul style="list-style-type: none"> • Creativity and education, the goal of the future. • The importance of creativity and imagination for society and children. • Implementation of stages of meaningful artmaking in instructional planning in the kindergarten. • Educational design with emphasis on children's creative expression. • Parameters that characterise creative teaching.
Teaching Methodology	Lectures, forum discussions, microteaching, individual and group work.
Bibliography	<p>Walker, S. R. (2001). <i>Teaching Meaning in Artmaking</i>. Worcester, Massachusetts. Davis Publications, Inc.</p> <p>Zimmerman, E. & Bastos, F. (2015). <i>Connecting Creativity Research and Practice in Art Education: Foundations, Pedagogies, and Contemporary Issues</i>. N.Y: National Art Education Association.</p> <p>Beaver, N. & Wyatt, S. (2022). <i>Early Education Curriculum: A Child's Connection to the World</i> (MindTap Course List). Cengage Learning; 8th edition.</p> <p>Robinson, K. (2011). <i>Άλλη Λογική. Για μια επανάσταση δημιουργικότητας</i>. (B. Αργυριάδης μετάφραση). Αθήνα: Εν Πλω. (Πρωτότυπη έκδοση, 2001).</p> <p>Helm, L. H & Katz, L (2011) <i>Young investigators: The project approach in the early years</i> (2nded). New York, NY: Teachers College Press</p> <p>Narey, M. J. (Ed) (2017). <i>Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood: The Creative and Critical "Art" of Making Meaning</i>. New York, NY: Springer.</p> <p>Ephgrave, A. (2020). <i>Planning in the Moment with Two and Three Year Olds: Child-initiated Play in Action</i>. Routledge.</p> <p>Elaun, S. (2018). <i>Defining Visual Arts: Children's standards for arts education, using the language of artist</i>. Publishing: Nature of Art.</p>
Assessment	Exam, reflective notebook, microteaching, portfolio
Language	Greek

Course Title	Language Literacy in Early Childhood				
Course Code	EDUP 223				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 4 th semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	-
Course Purpose and Objectives	<p>The students are expected:</p> <ul style="list-style-type: none"> To delve into the research findings on the language development of preschool children. To understand the provisions of the Curriculum for the cultivation of reading and writing skills at the level of preschool education. To recognise the importance of organising educational activities which can support young children's language development based on contemporary teaching approaches. 				
Learning Outcomes	<p>The students are expected:</p> <ul style="list-style-type: none"> To delve into the research findings on the language development of preschool children. To realise the timelessness of reading and writing and their importance in people communication and in the development of culture. To understand the provisions of the Curriculum for the cultivation of reading and writing skills at the level of preschool education. To design and implement educational activities that support the language development of children based on modern teaching approaches. 				
Prerequisites	EDUP 101	Required	None		
Course Content	<p>The course is the basic introductory course in the concepts of literacy. Students come into contact with basic theories of language development and literacy as well as practices to reinforce it.</p> <p>The role of the family environment and kindergarten teachers for the language development of children is analysed.</p> <p>It also complements students' knowledge of teaching methodology. Students, approaching the material of the curriculum, plan and implement activities with emphasis on children's language development.</p>				

Teaching Methodology	Lectures, teleconferencing, e-learning, workshops, experiential seminars, individual and group work, student presentations.
Bibliography	<p>Γιαννικοπούλου, Α., (2016). <i>Το εικονογραφημένο βιβλίο στην προσχολική εκπαίδευση</i>. Αθήνα: Πατάκης.</p> <p>Γιαννικοπούλου, Α. (2002). <i>Η γραπτή γλώσσα στο νηπιαγωγείο</i>. Αθήνα: Εκδόσεις Καστανιώτη.</p> <p>Jolley.P.R. (2018) <i>Παιδί και εικόνα. Σχεδίαση και κατανόηση</i>. Αθήνα: Πεδίο.</p> <p>Κοκκινίδου, Μ. (2014). <i>Η Εμπύχωση στη Διδασκαλία-Μάθηση. Το σχολείο της χαράς και της καρδιάς</i>. Fagotto Books</p> <p>Rhyner, P. M. (Ed.). (2009). <i>Emergent literacy and language development: Promoting learning in early childhood</i>. NY: The Guilford Press.</p> <p>Ροντάρι, Τ. (2003). <i>Γραμματική της φαντασίας</i> (Μετάφραση: Μαρία Βερτσώνη-Κοκολή και Λία Αγγουρίδου-Στρίντζη). Αθήνα: Τεκμήριο.</p> <p>Τάφα, Ε. (2011). <i>Ανάγνωση και γραφή στην προσχολική ηλικία</i>. Αθήνα: Πεδίο.</p> <p>Υπουργείο Παιδείας και Πολιτισμού (2021) <i>Αναλυτικό πρόγραμμα Προσχολικής Εκπαίδευσης Κύπρου</i>. Παιδαγωγικό Ινστιτούτο Υπηρεσία Ανάπτυξης Προγραμμάτων.</p> <p>Χατζησαββίδης, Σ.(2002). <i>Δραστηριότητες γλωσσικής αγωγής στο νηπιαγωγείο: καλλιέργεια επικοινωνιακών και προγραφικών δεξιοτήτων</i>. Αθήνα: Gutenberg.</p>
Assessment	Moodle participation, assignments (individual or group work), presentation, exams.
Language	English

Course Title	Basic Scientific Concepts in Kindergarten				
Course Code	EDUP 241				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 4 th semester				
Teacher's Name	Dr. Maria Evagorou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Explore what it means to be scientifically literate, think and act scientifically, • Be involved in the process of collecting, analyzing, organizing and representing scientific data. • Understand and explain various natural phenomena. • Develop scientific method and scientific thinking skills. • Develop a positive attitude towards science. • Understand how some of the scientific concepts and the scientific methods can be applied with pre-primary school students. 				
Learning Outcomes	<p>With the completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards teaching science in kindergarten. 2. Demonstrate their understanding of electricity, magnetism, light and color and buoyancy through the application in new contexts and use and apply the various scientific constructs that were taught. 3. Demonstrate their understanding of the scientific methodology and argue with the use of evidence. 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. What is science, nature of science, and important of teaching science to primary school students. 2. Scientific methods skills (observations of natural phenomena, hypothesis construction and comparison with initial observations, predictions based on hypothesis, designing experiments, collecting data and reporting the explanations). 3. Introduction to magnetism: investigations. 4. Argumentation and the structure of a good argument. 5. Introduction to sound: investigations. 6. Introduction to shadows: investigations. 7. Using virtual experiments. 				

Teaching Methodology	Designing experiments, group work, student presentations, lectures.
Bibliography	<p><u>Required</u></p> <p>Ερευνητική Ομάδα Μάθησης στις Φυσικές και Περιβαλλοντικές Επιστήμες. (2010). <i>Το πανηγύρι της Επιστήμης ως μέσο καλλιέργειας δεξιοτήτων διερεύνησης</i>. Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού Κύπρου.</p> <p>Watts, M. & Silby, Al. (2020). <i>Early Years Science Education: A contemporary look</i>. Taylor and Francis.</p> <p><u>Additional</u></p> <p>Χαλκιά, Κ. (2011). <i>Διδάσκοντας Φυσικές Επιστήμες: Θεωρητικά ζητήματα, προβληματισμοί, προτάσεις</i>. Τόμος Α. Αθήνα: Πατάκης.</p> <p>Waite-Stypianksy & Cohen, L. (2020). <i>STEM in Early Childhood Education</i>. Routledge.</p>
Assessment	Individual assignments, group work, science fair, exam.
Language	Greek

Course Title	Physical Education in Pre Elementary School				
Course Code	EDUP 256				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Christou Marios				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	The theoretical and practical training of students in physical education (PE) teaching topics in Pre-Elementary education.				
Learning Outcomes	<p>The students must be able to:</p> <ol style="list-style-type: none"> 1. Understand the purpose and objectives of PE in Pre-Elementary School. 2. Acquire the knowledge of basic anatomy and anthropometric characteristics, physiological and kinetic characteristics of children aged 3-6 years. 3. Acquire the necessary skills and attitudes around the PE and the processes for their implementation. 4. Understand the main objectives of the course (Perceptual & Motor Skills) and their development processes-methods. 5. Design, organization and implementation of daily PE lesson plans. 6. To organize activities for the PE lesson which should be creative, develop mental skills, game related, and to be attractive to children (FUN). 7. To prepare and apply interdisciplinary Physical Education course plans by including thematic units or topics that originate from other sciences (e.g. mathematics). 8. Understand the importance of PE for children and the primary objective "Exercise for Lifelong Health". 				
Prerequisites	None	Required	None		

Course Content	<ol style="list-style-type: none"> 1) Course analysis and introduction to PE 2) Motor and Perceptual skills of children aged 3-6 years 3) Basic anatomy and physiology of children. Anthropometric characteristics and physical capacities of children aged 3-6 years 4) Physical fitness of children aged 3-6 years and their development in PE course 5) The importance of “games” in PE teaching 6) Interdisciplinary program of Physical Education "Physical Education in relation to other sciences" 7) Planning and implementation of the PE course (annual - weekly). 8) Undesirable Behaviors: Prevention and Treatment 9) Exercise & Health 10) Practical application and practice
Teaching Methodology	Lectures, assignments-projects, practical training, student teaching
Bibliography	<p>Christou, M. Physical Education in Pre Elementary School. Course Notes: EDUP-256. University of Nicosia, 2022.</p> <p>Kampas, A. Physical activity & psychomotor in preschool age. State, 2019.</p> <p>Donnelly, F.C., Mueller, S.S., Gallahue, D. Developmental Physical Education for All Children. 5th Edition eBook With Web Resource. Human Kinetics, 2017.</p> <p>Loizou, E. et al.. Curriculum of Preschool Education (3-6 years). Physical Education: pp. 129-138. Education & Culture Ministry, 2020.</p> <p>Navarro-Paton, R., Brito-Ballester, J., Villa, S., Anaya, V., Mecias-Calvo, M. (2021). Changes in Motor Competence after a Brief Physical Education Intervention Program in 4 and 5-Year-Old Preschool Children. <i>Int J Environ Res Public Health</i>, 7;18(9):4988.</p>
Assessment	Practical examination, assignments-projects, final examination, class participation
Language	Greek

Course Title	Music Education in early years				
Course Code	EDUP 261				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Economidou Stavrou Natasa				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> • To introduce students to basic concepts of music. • To provide opportunities for students to develop skills in singing, performing with instruments, listening, improvising and moving to music, while acquiring a positive attitude towards Music as a subject. • To present and discuss effective teaching approaches and trends in regards to music teaching in early years 				
Learning Outcomes	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of music in the social, emotional, kinaesthetic and cognitive development of young children. • Identify and define the basic musical concepts in regards to rhythm, melody, timbre, form and expressive concepts. • Develop musical skills through vocal and instrumental performance (glockenspiel), active music listening, composing and orchestrating simple songs. • Identify and discuss the criteria and the basic pedagogical principles/ theories and methods for effective music teaching in early years. • Select appropriate tools, materials and repertoire and organize activities for teaching musical skills, attitudes and concepts suggested by the Music curriculum in early years. • Discuss on the role of musical activities and demonstrate efficiency on the various ways the activities may be applied in early years. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • The Importance of Music to the Emotional, Social, Intellectual, and Kinaesthetic development of children • Basic musical concepts (rhythm, melody, timbre, pitch, form, expressive concepts) • Musical activities and teaching approaches for early years (Singing, Listening, Performing, Orchestration, Improvisation, Music and movement) • Graphic scores and conventional notation • Music Curricula for early years 				

	<ul style="list-style-type: none"> • Criteria and basic principles for effective music teaching for children aged 1-6 years old • From informal to formal music instruction; Characteristics of informal and formal teaching • Development of listening, performing (glockenspiel) and composing skills through various activities and assignments • Children's simple song orchestration for early years • Bruner's theory on modes of knowledge representation in early years music education settings • Educational material for the teaching of Music in early years • Introduction to basic music lesson planning principles
Teaching Methodology	Lectures, practical workshops, individual and group projects, students' presentations, microteaching, lesson observation
Bibliography	<p>Αργυρίου, Μ. (2021). <i>Εφαρμοσμένη Μουσική Παιδαγωγική: Το πλαίσιο και ο σχεδιασμός διδασκαλίας στην προσχολική και πρώτη σχολική Αγωγή</i>. Αθήνα: Δίσιγμα εκδόσεις.</p> <p>Βαρελάς, Δ. και Μακροπούλου, Ε. (2001). <i>Μουσική: το πιο συναρπαστικό παιχνίδι</i>. Αθήνα: Fagotto.</p> <p>Darch, M., Economidou Stavrou, N. & Piispanen, U. (2022). <i>Music Right from the start: Theory and Practice of Early Childhood Music Education</i>. European Music School Union. Bonn: VdM Verlag.</p> <p>Μακροπούλου, Ε. (2019). <i>Bucket drumming</i>. Αθήνα: Fagotto.</p> <p>Νικολάου, Ε. (2021). <i>Με αφορμή ένα τραγούδι: Δημιουργικές Μουσικές Δραστηριότητες</i>. Αθήνα: ΓΡΗΓΟΡΗ.</p> <p>Παπανικολάου, Χ. (2009) <i>Με μουσική, με κίνηση: Παιχνίδια μουσικοκινητικής αγωγής</i>. Αθήνα: Τόπος</p>
Assessment	Participation and activities, Assignments, Practical and Written Final Exam.
Language	Greek

Course Title	School Experience I				
Course Code	EDUP 297				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 4 rd semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	2 hours lecture/ week	Laboratories / week	1 hour lecture/ week
Course Purpose and Objectives	<p>Students to:</p> <ul style="list-style-type: none"> gradually develop the ability to observe and describe teaching episodes critically setting out their views on their design and implementation. develop basic teaching skills related to the practice of teaching. <p>The general aim of School Experience I is to offer students the opportunity to gain useful, adequate and conscious experience of teaching and events in the school, in order to improve their pedagogical and teaching training.</p> <ul style="list-style-type: none"> In the course, students will experience school life up close, facing the demands of daily educational practice (They are placed in kindergartens for six consecutive weeks, one day a week, and attend a class programme without teaching). 				
Learning Outcomes	<p>Upon completion of the course, students, will be able:</p> <ul style="list-style-type: none"> to apply teaching skills, mainly related to designing the learning environment and communicating with students. to choose pedagogical approaches and teaching strategies according to the characteristics and needs of preschoolers. to be informed and observe in a systematic way specific aspects of school life and the learning process. to be aware of the responsibilities of the kindergarten teacher profession and confirm their decision of their choice. 				
Prerequisites	EDUS 200	Required	CPA>2.0		
Course Content	<ul style="list-style-type: none"> Effectiveness and quality of learning in kindergarten: Communication Issues of communication, cooperation and interaction in kindergarten Observation methods: advantages and disadvantages of each method Commenting on teaching episodes Application of demonstration teaching Use of questions – Bloom Pyramid Writing and organising a lesson plan 				

	This theoretical and empirical training contributes to the development of students' ability to systematically observe, analyse and evaluate teaching episodes and educational events in general.
Teaching Methodology	Lecture, experiential workshops, micro-teaching, visits/attendance of lessons in kindergartens, discussion of recorded lessons, educational reflective diary, individual study and bibliographical research
Bibliography	<p>Αυγητίδου, Σ. Τζεκάκη, Μ. & Τσάφος, Β. (Επιμ.) (2016). <i>Οι υπομήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται</i>. Αθήνα: Gutenberg.</p> <p>Δαφέρμου, Π., Κουλούρη, Π. & Μπασαγιάννη, Ε. (2011). <i>Οδηγός Νηπιαγωγού: Εκπαιδευτικοί Σχεδιασμοί και Δημιουργικά Περιβάλλοντα Μάθησης</i>. Αθήνα: Ο.Ε.Δ.Β.</p> <p>Friedrich, H. (2000). (Επιμέλεια: Κ. Χρυσ αφίδης, μετάφραση: Ε. Νούσια) <i>Επικοινωνία στο Νηπιαγωγείο: τα παιδιά ως ακροατές και ως ομιλητές</i> Τυπωθητώ.</p> <p>Ματσαγγούρας, Η. (2008) <i>Η Σχολική Τάξη, Τόμος Α΄. Εκδόσεις: Γρηγόρη</i>.</p> <p>Πανεπιστήμιο Λευκωσίας (2021). <i>Οδηγός Σχολικής Εμπειρίας</i>.</p> <p>Ρεκαλίδου, Γ. (2011). <i>Αξιολόγηση της μάθησης ή αξιολόγηση για τη μάθηση</i>; Αθήνα: Πεδίο.</p> <p>Τσάφος, Β. (2014). <i>Αναλυτικό πρόγραμμα - Θεωρητικές προσεγγίσεις και εκπαιδευτικοί προσανατολισμοί: Αναζητώντας νέες σταθερές σε έναν αβέβαιο κόσμο</i>. Αθήνα: Μεταίχιμο.</p> <p>Υπουργείο Παιδείας και Πολιτισμού (2021) <i>Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης</i></p> <p>Υπουργείο Παιδείας και Πολιτισμού (2021). <i>Αναλυτικά Προγράμματα Προδημοτικής, Δημοτικής και Μέσης εκπαίδευσης, Τόμος Α΄</i></p>
Assessment	Participation in experiential workshops, individual/group micro-teaching, lesson plan and implementation, educational reflective diary, final written exam.
Language	Greek

Course Title	Socioemotional Development in Early Childhood				
Course Code	EDUP 313				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 6 th or 7 th semester				
Teacher's Name	Dr. Georgiou Maria				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> To gain an understanding of the social and emotional abilities that characterize the first years of life and how these develop and express themselves in pre-school children's everyday behavior To be able to understand the importance of the impact of the relationships that young children have with their family members, teachers and peers To understand the factors that contribute in the social and emotional development of young children To self-reflect on the teacher's role in supporting the social and emotional development of young children 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> To analyze case studies of preschool education contexts considering the social and emotional development of pre-school children To discuss issues regarding social and emotional issues that he/she could encounter in his/her relationship with young children To reflect in his/her role as a teacher regarding issues related to children's social and emotional development. 				
Prerequisites	EDUS110	Required	None		
Course Content	<ul style="list-style-type: none"> Emotions and social development in pre-school years (expression, definition and control) Development of the self and social cognition (self-recognition and differentiation) Evaluative component of the self (origins, development of self-esteem and social factors that contribute in the development of self-esteem) Development of self-control (delay in gratification) Gender role development Development of the social self (social behavior and social skills) Empathy, altruism, pro-social behavior (factors and attitudes) Socialization and boundaries (family and school influences) Interpersonal relations (parent, family and peer effects) Aggression (origin, sex differences, developmental trends, causes and ways to deal with aggression) 				

	<ul style="list-style-type: none"> • Jealousy and the use of lies during pre-school years • Loss (effects of death of close family members and parental divorce)
Teaching Methodology	Lectures, forum discussions, presentations
Bibliography	<p>Ηλιοπούλου, Μ.& Νικόλαρου, Χ. Γ. (2020). <i>Συναισθηματική ανάπτυξη για παιδιά προσχολικής και σχολικής ηλικίας</i>. Σπάρτη: my-book.gr</p> <p>Mathieson, K, (2018). <i>Κοινωνικές δεξιότητες στην προσχολική ηλικία</i>. Αθήνα: Πεδίο ISBN: 978-618-5331-98-6</p> <p>Ramminger, A., Klinker, J., San, J., Robert, R. & Riley, D. (2018). <i>Κοινωνική και συναισθηματική ανάπτυξη στην προσχολική αγωγή και εκπαίδευση</i>. Αθήνα: Πεδίο ISBN: 978-618-5331-97-9</p> <p>Σίγκελ, Ν.Τζ. & Μπράουσον, Τ. Π. (2020). <i>Τι συμβαίνει στον εγκέφαλο του: 12 Επαναστατικές στρατηγικές για να μεγαλώσετε παιδιά με ολοκληρωμένη νοητική και συναισθηματική ανάπτυξη</i>. Αθήνα: Πατάκη ISBN: 978-960-16-7505-3</p>
Assessment	Midterm exam, assignment, participation in class and final exam.
Language	Greek

Course Title	Children's Literature in Kindergarten				
Course Code	EDUP 320				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr. Mallouri Louiza				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course examines the position of children's literature in pre-school education. Participants will be introduced to a variety of literary genres, methods of analysis and issues related with texts, their creators, readers and their sociopolitical context in order to explore ways to appropriately use children's literature throughout the preschool curriculum. Emphasis is placed on book evaluation and book selection criteria and developing approaches tailored to the specific characteristics of the genre and the instructional needs of the learning population.</p>				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> -explore the principles of major literature theories and recommend ways of applying them within the school classroom -engage critically with school curricula, teaching methodologies and teaching material related with the field -devise selection criteria, topics and teaching methods according to the educational goals and their pupils' interests and needs -utilize a variety of texts, literary theories, teaching practices and appropriate educational material in order to design and plan educational activities - show familiarity with the various genres of children's literature -use children's literature to support interdisciplinary instruction 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Genres 2. Narrative elements 3. Visual literacy 4. Word image relationship 5. Book materiality 				

	<p>6. Ideology</p> <p>7. Multimodality</p> <p>8. Interdisciplinary approaches</p> <p>9. Creative writing</p> <p>10. Children's literature and Technology</p>
Teaching Methodology	Lectures, teleconferencing, e-learning, workshops, experiential seminars, individual and group work, individual feedback, student presentations.
Bibliography	<p>Κανατσούλη, Μ. Δ. (2002). <i>Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας: σχολικής και προσχολικής ηλικίας</i>, University Studio Press.</p> <p>Κανατσούλη, Μ. (2014). <i>Μυστικά, ψέματα, όνειρα και άλλα. Λογοτεχνία για αναγνώστες προσχολικής και πρώτης σχολικής ηλικίας</i>. Θεσσαλονίκη, University Studio Press.</p> <p>Κανατσούλη, Μ. (2018). <i>Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας</i>. Θεσσαλονίκη, University Studio Press.</p> <p>Καρακίτσιος, Α. (2008). <i>Ποίηση για παιδιά και νέους. Αναθεωρήσεις και προοπτικές</i>. Ζυγός</p> <p>Καρακίτσιος Α. (2012). <i>Περί παιδικής Λογοτεχνίας</i>, εκδ. Ζυγός.</p> <p>Καρακίτσιος, Α. & Αρτζανίδου, Έ. (2018). <i>Η λογοτεχνία αλλιώς. Εναλλακτικές καινοτόμες δράσεις</i>, Αθήνα: Καλειδοσκόπιο.</p> <p>Κονταξή, Ε. & Τσιλιμένη, Τ. (2020). <i>Εισαγωγή στην παιδική και εφηβική λογοτεχνία της Ευρώπης: Έργα και συγγραφείς</i>. Αθήνα: Ροπή.</p> <p>Μίσιου, Μ. (2020) <i>Βουβά κόμικς και εικονοβιβλία. Τεχνικές αφήγησης στα βιβλία χωρίς λέξεις</i>. Αθήνα: Καλειδοσκόπιο.</p> <p>Παπανικολάου, Ρ & Τσιλιμένη, Τ. (2007). <i>Η παιδική λογοτεχνία στο νηπιαγωγείο. Θεωρία και πράξη</i>, Καστανιώτης.</p> <p>Ροδοσθένους-Μπαλάφα, Μ. (2021). Ανίχνευση του πρώτου ελληνικού εικονοβιβλίου χωρίς λόγια: Η φάλαινα, το αγόρι και η θάλασσα ανάμεσά τους της Πέρσας Ζαχαριά, στο <i>Κ' η φαντασία στο λογισμό. Τιμητικός τόμος για την Καθηγήτρια Άντα Κατσίκη-Γκίβαλου</i>, επιμ. Δημήτρης Πολίτης και Γιάννης Σ. Παπαδάτος, 469-482, Αθήνα: Καλειδοσκόπιο.</p> <p>Σακελλαρίου Χ.(2009). <i>Ιστορία της παιδικής λογοτεχνίας. Από την αρχαιότητα ως τις μέρες μας</i>, εκδ. Νόηση.</p> <p>Τσιλιμένη, Τ. (2021). Τα μαγικά μολύβια της φαντασίας στα wordless books (και picture books), στο <i>Κ' η φαντασία στο λογισμό. Τιμητικός τόμος για την Καθηγήτρια Άντα Κατσίκη-Γκίβαλου</i>, επιμ. Δημήτρης Πολίτης και Γιάννης Σ. Παπαδάτος, σ.499-512, Αθήνα: Καλειδοσκόπιο.</p> <p>Bettina Kümmerling-Meibauer (2018). <i>The Routledge Companion to Picturebooks</i>, Routledge.</p> <p>Grenby, M. O., Immel, A. (eds.). (2013). <i>The Cambridge companion to children's literature</i>. Cambridge University Press.</p>



Assessment	Formative assessment, feedback, individual assignments, written exam.
Language	Greek

Course Title	Teaching Mathematics in Kindergarten				
Course Code	EDUP 332				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year , 6 th semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/ week
Course Purpose and Objectives	<ul style="list-style-type: none"> • Objectives, teaching methods, and content of early-year mathematics • Current trends in mathematics teaching in the kindergarten • The mathematics curriculum in kindergarten • Designing lesson plans • Various representation forms for teaching mathematics • Development and evaluation of mathematical activities • Approach of sociocultural perspectives in mathematics education 				
Learning Outcomes	<p>Upon completion of this module, students should be able to design lesson plans for early-year mathematics, with clear objectives and activities, handle appropriately and effectively different physical and virtual manipulatives in regards to lesson objectives, as well as know, evaluate, and apply effective teaching and evaluation strategies.</p>				
Prerequisites	EDUP - 133	Required	None		
Course Content	<ul style="list-style-type: none"> • How young children learn mathematics: a holistic approach • Teaching for conceptual understanding • The mathematics curriculum in kindergarten • Problem Solving in kindergarten • Forms of representation • Teaching strategies and evaluation forms in mathematics • Designing & Analysing mathematics lesson plans • Use of technology in teaching of mathematics • Sociocultural perspectives of mathematics instruction 				

Teaching Methodology	Lectures, individual and group work
Bibliography	<ul style="list-style-type: none"> • Lecturer's notes • Montague-Smith, A., Cotton, T., Hansen, A., & Price, A. J. (2017). <i>Mathematics in early years education</i>. Routledge. • Price, A. J. (2017). <i>Mathematics in Early Years Education</i>. • Thiel, O., Severina, E., & Perry, B. (Eds.). (2020). <i>Mathematics in Early Childhood: Research, Reflexive Practice and Innovative Pedagogy</i>. Routledge.
Assessment	<ul style="list-style-type: none"> • Active participation in class & moodle participation • Midterm exam • Presentation of group assignment • Final exam
Language	Greek

Course Title	Science Methods in Kindergarten				
Course Code	EDUP 341				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr Evagorou Maria				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students will:</p> <ul style="list-style-type: none"> • Interact with various natural phenomena and develop explanations about how the natural world works. • Understand the purpose and goals for teaching science at the kindergarten. • Be able to apply in their practices a variety of teaching strategies and teaching methods • Be able to justify through learning theories their pedagogical decisions • Be involved in research activities related to kindergarten school students' existing views about science • Be involved in research activities related to kindergarten school students' existing knowledge in science 				
Learning Outcomes	<p>With the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Develop personal philosophies about science teaching and learning to younger students 2. Obtain basic scientific inquiry skills 3. Develop the necessary skills and knowledge to design contemporary instructional activities for kindergarten students. 4. Develop basic research skills that will enable them to study research related to kindergarten students' knowledge, views and attitudes towards science. 				
Prerequisites	EDUP 241 EDUS 200	Required	None		
Course Content	<ol style="list-style-type: none"> 1. The nature of science. 2. Learning in Science – How young children learn science. 3. Aims of goals of science teaching in kindergarten. 4. Inquiry based science in kindergarten. 5. Cognitive development in science. 				

	<p>6. Teaching methods for kindergarten students.</p> <p>7. Basic concepts and how to teach them to young students:</p> <ul style="list-style-type: none"> ○ Designing experiments ○ Shadows ○ Magnets
Teaching Methodology	Designing experiments, inquiry based learning, group work, role play, case study, student presentations, lecture, working with technology.
Bibliography	<p><u>Required</u></p> <p>Lecturer notes (2021)</p> <p>Fleer, M. (2019). Scientific Playworlds: a model of teaching science in play-based settings. <i>Research in Science Education</i>, 49, 1257-1278.</p> <p>Larimore, R. (2020). Preschool Science Education: A vision for the Future. <i>Early Childhood Education Journal</i>, 48, 703-714.</p> <p>Waite-Stypianksy & Cohen, L. (2020). <i>STEM in Early Childhood Education</i>. Routledge.</p> <p>Κωνσταντίνου, Κ. Π., Φερωνύμου, Γ., Κυριακίδου, Ε., Νικολάου, Χρ. (2004). <i>Φυσικές Επιστήμες στο Νηπιαγωγείο: Βοήθημα για τη Νηπιαγωγό</i>. Υπουργείο Παιδείας και Πολιτισμού Κύπρου, Λευκωσία. https://docs.google.com/a/upd8.org.uk/file/d/0B4OIJBA5ySZqdGF4QWJoSVZfVWc/edit</p> <p><u>Additional</u></p> <p>Achieve. (2012). <i>The Next Generation Science Standards</i>. Retrieved from: http://www.nextgenscience.org/</p> <p>Watts, M. & Silby, Al. (2020). <i>Early Years Science Education: A contemporary look</i>. Taylor and Francis.</p> <p>Ευαγόρου, Μ. & Αβρααμίδου, Λ. (2012). <i>Θεωρητικές και Διδακτικές Προσεγγίσεις στις Φυσικές Επιστήμες</i>. Αθήνα: Διάδραση.</p>
Assessment	assignment, group work and presentation, exam.
Language	Greek

Course Title	Environmental Education in Kindergarten				
Course Code	EDUP 344				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Hadjiachilleos Stella				
ECTS	5	Lectures / week	3hours/ week	Laboratories / week	-
Course Purpose and Objectives	<p>Upon completion of the course students will</p> <ol style="list-style-type: none"> 1. be acquainted with basic ecological concepts and issues 2. be familiarized with the concept of Education for Sustainable Development (ESD) 3. be informed about the 17SDGs and of ways to approach them pedagogically in Kindergarten 4. understand the reasoning and philosophy of EE/ESD in Kindergarten 5. adopt practices that contribute to forming the Sustainable School 6. be able to organize and carry out small investigations in non formal settings for the Kindergarten level 7. practice in the design of Sustainable Environmental Policy of the school. 				
Learning Outcomes	<p>Through the course it is aimed that students construct concepts related to the environment and sustainable development and that they will become familiar with methodologies and practices in kindergarten in ways that facilitate students to construct knowledge while increasing their awareness level for ecological issues. It is also aimed to familiarize students with pedagogical techniques and methods that can be used for the purposes of EE / ESD both at the formal and non-formal levels and through their involvement in experiential activities.</p>				
Prerequisites	EDUP 241	Required	-		
Course Content	<p>The concept of sustainability in schools, environmental literacy, pedagogic techniques (field study, moral dilemma, interactive debate, concept maps), SDGs, the philosophical context of EE/ ESD, establishing the sustainable school, how to write the School's Sustainable Environmental Policy, scientific inquiry</p>				
Teaching Methodology	Lectures, field study, teleconferencing, e-learning, group work, presentation				
Bibliography	<u>Mandatory:</u>				

Τσιόκος, Γ., Ρίζου, Π., Καρατάσιος, Γ. (2020). Αειφόρο σχολείο για βιώσιμη ανάπτυξη. Αθήνα: Γερμανος

World Organization for Early Childhood Education. Education for Sustainable Development in the Early Years. Available at:
<http://www.327matters.org/Docs/ESD%20Book%20Master.pdf>

Lecture notes and selected readings

Optional:

Articles in English:

Kadji- Beltran, C., Christodoulou, N. & Zachariou, A. (2016). An ESD pathway to quality education in the Cyprus Primary Education context. Environmental Education Research. DOI: 10.1080/13504622.2016.1249459

Konca, A.S., Ozel, E. & Zelyurt, H. (2016). Attitudes of preschool teachers towards using information and communication technologies (ICT). International Journal of Research in Education and Science (IJRES), 2(1), 10-15.

López-Alcarria, A., Gutiérrez-Pérez, J., Rodríguez-Sabiote, C., & Poza-Vilches, F. (2016). The future is in childhood: Evaluation of the quality of sustainability programmes in the early years. In SHS Web of Conferences (Vol. 26, p. 01044). EDP Sciences

Magen-Nagar, N., & Firstater, E. (2019). The Obstacles to ICT Implementation in the Kindergarten Environment: Kindergarten Teachers' Beliefs. Journal of Research in Childhood Education, 33(2), 165-179.

Wals, A. & Mathie, R. (2022). Whole school responses to climate urgency and related sustainability challenges. In M. A. Peters, R. Heraud (eds.), Encyclopedia of Educational Innovation, https://doi.org/10.1007/978-981-13-2262-4_263-1

Articles in Greek

Μάνεση, Σ. (2016). Απόψεις εκπαιδευτικών προσχολικής αγωγής για την αξιοποίηση των Τεχνολογιών της Πληροφορίας και Επικοινωνίας στην εκπαίδευση. Έρκυνα, Επιθεώρηση Εκπαιδευτικών – Επιστημονικών Θεμάτων, 8, 5-18.

Τσολακίδης, Κ., & Φωκίδης, Ε. (2018). Η εξέλιξη της τεχνολογίας, νέες απόψεις και δεξιότητες για την εκπαίδευση. Στο Εκπαίδευση με τη χρήση νέων τεχνολογιών II Νέα μέσα Νέα μάθηση; (σ.40-52) ΑΘΗΝΑ:ΓΡΗΓΟΡΗ.

Educational material for pre-school:

1. Educational games/ apps
 - https://prwtokoudouni.weebly.com/earth_day_matching.html

	<ul style="list-style-type: none"> • https://kids.nationalgeographic.com/games/action-and-adventure/recycle-roundupnw/ • http://photodentro.edu.gr/lor/r/8521/1534 • https://prwtokoudouni.weebly.com/forest.html • https://prwtokoudouni.weebly.com/oikosistimata.html • https://kids.niehs.nih.gov/games/brainteasers/matching-game/index.htm • http://www.connect2climate.org/src/enLighten/Mission_enLighten.html <p>Experiments, creative educational activities on ESD</p> <ul style="list-style-type: none"> • https://archeia.moec.gov.cy/mc/821/peiramata_mathisiakes_dimiourgikes_dr_astiriotites_4_6.pdf • https://archeia.moec.gov.cy/mc/821/perivallontikes_kataskeves_4_6.pdf <p>Source to e-books for pre-school</p> <ul style="list-style-type: none"> • https://archeia.moec.gov.cy/mc/821/ilektronika_paramythia_kai_vivlia_4_6.pdf
Assessment	Research paper and presentation, midterm exam, final exam, course participation, moodle participation
Language	Greek

Course Title	Teaching Social Subjects in Kindergarten				
Course Code	EDUP 345				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr Emiliou A. Solomou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are for the student to:</p> <ul style="list-style-type: none"> • Develop an understanding of the nature of the Social Science Subjects and their overall influence on the development of the young children. • Acquire knowledge on how Social Issues are addressed in Kindergarten. • Understand the importance of discussing Social Issues in Kindergarten. • Acquire knowledge on teaching approaches regarding Social Subjects/Issues 				
Learning Outcomes	<p>After completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Acquire a deeper knowledge on the research methods that are used in the cognitive subject modules of Social Science Issues . • Understand the nature and main characteristics of the teaching of Social Science Subjects. • Understand the inter-relation of the Social Science Subjects and how the latter influence the mental and psychological development of the child. • Know and use specific teaching approaches on Social Science Subjects. 				
Prerequisites	EDUS 200	Required	None		
Course Content	<ul style="list-style-type: none"> • The role of the Social Science Subjects in the Kindergarten • The inter-relation of the Social Science Subjects in the Kindergarten • Interdisciplinary approaches in the teaching of Social Science Subjects. • The role of the teacher in the teaching of the Social Science Subjects in the Kindergarten. • Methodology of teaching of the Social Science Subjects in the Kindergarten • The syllabus of the Social Science Subjects taught in the Kindergarten with reference to the state of affairs of Cyprus 				

Teaching Methodology	Lectures, individual and group work, individual feedback, student presentations, discussions. Teleconferencing
Bibliography	<p>Σακκής, Δ & Τσιλιμένη, Τ. (2007), <i>Ιστορικοί τόποι και περιβάλλον: Διδακτικές προσεγγίσεις για παιδιά προσχολικής και πρωτοσχολικής ηλικίας</i>, Αθήνα: Εκδ. Καστανιώτη.</p> <p>Σολωμού, Αιμ. Α. & Χατζησωτηρίου, Χ. (Επιμέλεια) (2019): <i>Βελτιώνοντας το Σχολείο και τη Διδασκαλία σε Συνθήκες Πολιτισμικού Πλουραλισμού</i>. Αθήνα: Διάδραση.</p> <p><i>Παιδαγωγική Θεωρία και Πράξη</i>, Εκδ: Salzburg & Ioannina.</p> <p>Δημητριάδου, Κ. (2002), <i>Ιστορία και Γεωγραφία στην πρώτη σχολική ηλικία: Εφαρμογή και αξιολόγηση μιας εκπαιδευτικής [παρέμβασης στον ιστορικό χώρο</i>. Θεσσαλονίκη: Εκδ: Αδελφών Κυριακίδη.</p> <p>Υ.Π.Π. (2010), <i>Αναλυτικά Προγράμματα Προδημοτικής, Δημοτικής και Μέσης Εκπαίδευσης (Τόμοι Α' και Β')</i>, Λευκωσία: Υπηρεσία Ανάπτυξης Προγραμμάτων (http://www.nar.pi.ac.cy).</p> <p>ΥΠΠΑΝ ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ, <i>Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης (2021)</i></p> <p>Εκπαιδευτικός Όμιλος Κύπρου & Έδρα UNESCO Πανεπιστημίου Λευκωσίας (2021), <i>Συγχρονες προσεγγίσεις διδασκαλίας παιδιών με μεταναστευτική βιογραφία</i>, Λευκωσία</p> <p>Κακανά Δόμνα – Μίκα, Σιμούλη Γιώτα, (2008), <i>Προσχολική Εκπαίδευση στον 21^ο αιώνα</i>, Αθήνα: Επίκεντρο</p> <p>Κουτσουβάνου Ευγενία, (2005), <i>Οι Κοινωνικές Επιστήμες στην Προσχολική Εκπαίδευση</i>, Αθήνα: Οδυσσέας</p> <p>Lecture Notes</p>
Assessment	Individual and group assignments, workshops, presentations, participation/discussion, written exam
Language	Greek

Course Title	Teaching Art Concepts and Applications in Kindergarten				
Course Code	EDUP 350				
Course Type	Elective				
Level	undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr Eliza Pitri				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Enrich their knowledge of the methodology of teaching visual art concepts, such as visual elements and principles of design and their educational applications in kindergarten. • Broaden their knowledge on the methodology of art education and contemporary methods of approaching the visual arts in kindergarten. • Recognize the similarities between contemporary and older periods/styles in art history and explore ways of using art works for young children's aesthetic development. 				
Learning Outcomes	<p>For the student to:</p> <ul style="list-style-type: none"> • Select specific forms of folk art cross culturally and organize ways of utilizing them in education. • Select across disciplines concepts that derive from describing artworks and organize educational applications. • Identify and describe in detail the visual elements and principles of design in art works. • Experiment with various means of artistic expression and apply specific art-related concepts mainly for developing visuals as teaching aids in kindergarten. 				
Prerequisites	EDUP 151 EDUS 200	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Creativity and innovation in education. 2. De Bono's Six thinking Hats. 3. Storytelling, play and artmaking. 4. Point. 5. Texture. 6. Line. 				

	<p>7. Color – value, hue.</p> <p>8. Shape.</p> <p>9. Pattern.</p> <p>10. Symmetry.</p> <p>11. Form, volume.</p>
Teaching Methodology	Lectures, individual and group work, discussion forums, studio assignments and presentations
Bibliography	<p>Park, H. & Schutle, M. (2021). <i>Visual Arts with Young Children Practices, Pedagogies, and Learning</i>. New York, NY: Routledge. ISBN 9780367896775</p> <p>Schulte, C. M. & Thompson, C. M. (Eds). (2018). <i>Communities of Practice: Art, Play, and Aesthetics in Early Childhood</i>. Springer. ISBN-10: 3319706438 ISBN-13: 978-3319706436</p> <p>Δεληκάρη, Π. (Επιμ.). (2019). <i>Αναδεικνύοντας γέφυρες επικοινωνίας ανάμεσα στη διδακτική και την τέχνη στο σύγχρονο σχολείο</i>. Αθήνα: Ars Libri. ISBN: 978-618-82634-7-5</p> <p>Marshall, J. & Donahue, D. M. (2014). <i>Art-centered learning across the curriculum</i>. New York, NY: Teachers College Press. ISBN: 978-0-8077-5581-5 (paperback) -5582-2 (hardcover) -7326-0 (eBook)</p>
Assessment	Studio work - instructor and peer feedback, individual mid-term assignment, final written assignment and presentation
Language	Greek

Course Title	School Experience II				
Course Code	EDUP 397				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	1 hour lecture/ week	Laboratories / week	2 hour workshop /week
Course Purpose and Objectives	<p>The School Experience II course is the transition from theory to practice and takes place in the 5th semester. The main characteristic of this course is that it focuses on the opportunity, given to students, for the first time, to take charge of the teaching in the kindergarten. Therefore, the main purpose of the School Experience II course is for the students to broaden their scientific and professional training, using the taught pedagogical and didactic approaches. The course includes an observation and teaching of courses in kindergarten for nine consecutive weeks, two consecutive days a week</p> <p>The students are expected to:</p> <ul style="list-style-type: none"> Organise their teaching, mentioning the basic parts of a lesson and shift from one part to the other with a smooth and effective way. Apply teaching strategies and techniques that draw students' attention and interest, as well as their energetic participation in the learning procedure. Use various teaching methods and approaches for effective teaching and learning. to delve into the pedagogical dimensions of teaching episodes that will be experienced during the process of their teaching practice, as well as other educational events in the school. 				
Learning Outcomes	<p>Upon completion of the course, students will be able:</p> <ul style="list-style-type: none"> to design, organise and implement lessons from all areas of the curriculum, adopting different teaching methods and approaches. to plan educational activities for the kindergarten in such a way as to ensure the effectiveness and quality of learning. to come into a dynamic and in-depth contact with modern pedagogical methods of experiential-communicative teaching (project). to develop teaching skills related to the organisation of the learning environment, classroom management and communication with children. to apply the process of reflection on the teaching methods, approaches and pedagogical decisions that will be implemented in kindergarten. 				

	<ul style="list-style-type: none"> to recognise and appreciate the different ways in which preschool children express themselves. 		
Prerequisites	EDUP 297	Required	CPA>2.0
Course Content	<p>The purpose of the course is to get acquainted with the teaching planning, the organisation of the learning environment and the implementation of organised activities.</p> <ul style="list-style-type: none"> Organisation of the teaching environment. Forms of learning organisation: Free and structured play in kindergarten. The body language of kindergarten teachers (paralingual and extralinguistic characteristics) Dynamic and in-depth contact with modern pedagogical methods of experiential-communicative teaching (project) Kindergarten-family cooperation The responsibilities and role of kindergarten teachers. 		
Teaching Methodology	Lecture, collaborative work, individual coaching, student presentations/micro-teaching, self-assessment.		
Bibliography	<p>Αυγητίδου, Σ. Τζεκάκη, Μ. & Τσάφος, Β. (Επιμ.) (2016). <i>Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται</i>. Αθήνα: Gutenberg.</p> <p>Δαφέρμου, Χ. Κουλούρη, Π. & Μπασαγιάννη, Ε. (2011). <i>Οδηγός Νηπιαγωγού Δημιουργικά περιβάλλοντα μάθησης</i>. Αθήνα: ΟΕΔΒ.</p> <p>Gianni, R. (2003). <i>Η Γραμματική της Φαντασίας</i>, Μεταίχμιο.</p> <p>Helm, L. H & Katz, L. (2011). <i>Μέθοδος Project και προσχολική εκπαίδευση</i>. Αθήνα: Μεταίχμιο</p> <p>Kieff, E. J. (2017). <i>Παιγνιώδης μάθηση και διδακτική Η ενσωμάτωση του παιχνιδιού στο νηπιαγωγείο και το δημοτικό σχολείο</i>. Αθήνα: Gutenberg.</p> <p>Ματσαγγούρας, Η. (2008). <i>Η σχολική τάξη, χώρος- ομάδα – πειθαρχία- μέθοδος</i>. Αθήνα: Γρηγόρη.</p> <p>Πανεπιστήμιο Λευκωσίας. (2021) <i>Οδηγός Σχολικής Εμπειρίας</i>.</p> <p>Σάιφερ, Σ. (2009). <i>Πρακτικές λύσεις για κάθε πρόβλημα</i>. Αθήνα: Πατάκη.</p> <p>Υπουργείο Παιδείας και Πολιτισμού, (2021) <i>Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης</i>. Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού.</p>		
Assessment	Class participation, student's micro-teaching, portfolio (lesson plans, self-assessment).		
Language	Greek		

Course Title	School Experience III				
Course Code	EDUP 497				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Michaelidou Antonia				
ECTS	5	Lectures / week	1 hour lecture/ week	Laboratories / week	2 hour lecture/ week
Course Purpose and Objectives	<p>The students are expected to:</p> <ul style="list-style-type: none"> • Make their own, independent, teaching intervention: to design and implement the program of weekly teaching based on modern techniques and strategies (e.g. interdisciplinary approach, personalized learning, project method, etc.). • Implement teaching strategies and techniques that achieve to attract the interest of students and their active participation in the learning process. • Plan, organise and implement weekly lesson plans. • Organise and manage a group of children outside the classroom, with consistency and responsibility (supervision, educational trip, participation in school events) σχεδιάζει, οργανώνει και εφαρμόζει εβδομαδιαίους προγραμματισμούς διδασκαλίας. • Cultivate attitudes of respect, cooperation and flexibility towards the different persons of the school (kindergarten teachers, children, principal, support staff and parents). 				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> • plan, organise and conduct lessons from all areas of the curriculum, based on modern techniques and strategies. • evaluate their teaching work with a scientific approach, presenting the effectiveness of their work with positive and negative elements and making suggestions for improvement. • delve into the multiple roles of the kindergarten teacher in the school environment and the specific tasks that result from them, recognising their importance in achieving the general objectives of the curriculum. • to expand their self-assessment capacity, discussing with critical reflection the effectiveness of their teaching work. 				
Prerequisites	EDUP 397	Required	CPA>2.0		
Course Content	<ul style="list-style-type: none"> • Professionalism in the field of kindergarten • Practical issues related to the preparation for the practicum 				

	<ul style="list-style-type: none"> • Planning, preparation and teaching lessons from different areas of the curriculum • Differentiation of teaching-Practical applications • Creativity in constructing teaching – Creative action • Issues of organisation of the teaching environment • Issues of classroom management • Transition from home to Kindergarten and from Kindergarten to Primary School • Evaluation issues during the practicum <p>The School Experience II course is the transition from theory to practice and takes place in the 8th semester. The main characteristic of this course concentrates on the opportunity given to students to undertake systematically lessons in the various lessons of kindergarten applying their own autonomous teaching intervention. The main goal of School Experience III is for students to gradually become able to take on their professional responsibilities as future kindergarten teachers, with a scientific approach, responsibility and autonomy. Their School Experience in kindergarten lasts 10 weeks.</p>
Teaching Methodology	Lectures, school experience in kindergarten, reflective notebook, portfolio, student supervision and guidance
Bibliography	<p>Αυγητίδου, Σ. (2014). <i>Οι εκπαιδευτικοί ως ερευνητές και ως στοχαζόμενοι επαγγελματίες: Υποστηρίζοντας την επαγγελματική μάθηση για μια συμμετοχική και συνεργατική εκπαίδευση</i>. Αθήνα: Gutenberg.</p> <p>Αυγητίδου, Σ., Τζεκάκη, Μ., & Τσάφος, Β. (2016). <i>Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται</i>. Αθήνα: Gutenberg.</p> <p>Beaver, N. & Wyatt, S. (2022). <i>Early Education Curriculum: A Child's Connection to the World</i>. Cengage Learning.</p> <p>Δαφέρμου, Κουλούρη & Μπασαγιάννη (2011). <i>Οδηγός Νηπιαγωγού. Δημιουργικά περιβάλλοντα μάθησης</i>. Αθήνα: ΟΕΔΒ</p> <p>Gianni, R. (2003) <i>Η Γραμματική της Φαντασίας</i>. Αθήνα: Μεταίχμιο.</p> <p>Πανεπιστήμιο Λευκωσίας (2021). <i>Οδηγός σχολικής εμπειρίας</i>.</p> <p>Tomlinson, C. A. (2004) <i>Διαφοροποίηση της εργασίας</i>. Αθήνα: Γρηγόρη.</p> <p>Υπουργείο Παιδείας και Πολιτισμού (2021) <i>Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης</i>.</p>
Assessment	Individual work/ portfolio, feedback for three lessons in kindergarten, Pre-primary teacher's assessment, assessment by visiting faculty, school mentor assessment
Language	Greek

Course Title	Academic Literacy and Skills				
Course Code	EDUS 099				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year, 1 st or 2 nd semester				
Teacher's Name	Dr Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The course aims to help students:</p> <ul style="list-style-type: none"> • Familiarize themselves with the culture and ethos of academic life • Be informed about the university facilities and procedures • Know their rights and obligations arising from their student status • Acquire the basic study, research and writing skills in an academic level • Develop the necessary skills which will enable them to act and learn independently • Manage effectively time and emotions in order to benefit greatly from student life 				
Learning Outcomes	<p>The students will be able:</p> <ul style="list-style-type: none"> • To choose who to contact from the appropriate facility (academic advisors, finance department, academic affairs department, offices of all their lectures-Education Building, office of the Dean of School, Library) • To operate certain services provided by the university (intranet, emailing, library databases) • To apply the registration procedures in courses • To interpret student progress (paths) and choose appropriate courses. • To effectively manage their time to meet commitments to their studies, work, family and friends. • To take notes from lectures and books • To collect and organize data from a research • To write academic essays and assignments • To avoid plagiarism • To memorize and use the basic principles of the American Psychological Association citation system (APA reported style) • To prepare and deliver Power Point presentations 				
Prerequisites	None	Required	None		
Course Content	1. The University of Nicosia (Schools, Departments, Facilities)				

	<ol style="list-style-type: none"> 2. Time and emotional management 3. Academic writing 4. APA Style. What is plagiarism? 5. Use of Library 6. Delivery of research (Collection of data) 7. Preparation for exams 8. Taking lecture notes 9. Study skills 10. Effective Power Point presentations 11. Reading the academic path and choosing the appropriate courses for each semester
Teaching Methodology	Lectures, Class discussions, Student presentations, collaborative work in groups, practical exercises individual and collaborative work -projects.
Bibliography	<p>Βενιανάκη, Α. & Γεωργιάδη, Μ. (2021). <i>Συγγραφή Επιστημονικής Εργασίας στις Κοινωνικές & Ανθρωπιστικές Επιστήμες. Ένας πρακτικός οδηγός</i>. Gutenberg.</p> <p>Βεργέτη, Μ. (2017). <i>Οδηγός για συγγραφείς επιστημονικών κειμένων</i>. Εκδόσεις Κυριακίδη.</p> <p>Ευδωρίδου, Ε. & Καρακασίδης (2017). <i>Ακαδημαϊκή Γραφή</i>. Εκδόσεις Τζιόλα.</p> <p>Ζαφειρόπουλος, Κ. (2015). <i>Πώς γίνεται μια επιστημονική εργασία; Επιστημονική έρευνα και συγγραφή εργασιών</i>. Εκδόσεις ΚΡΙΤΙΚΗ.</p> <p>Θεοφιλίδης, Χ. (2013). <i>Η συγγραφή επιστημονικής εργασίας. Από τη θεωρία στην πράξη</i>. Τυπωθήτω.</p> <p>Λιαργκόβας, Π., Κομνηνός, Δ., & Δερμάτης, Ζ. (2019). <i>Μεθοδολογία της έρευνας και συγγραφή επιστημονικών εργασιών</i>. Εκδόσεις Τζιόλα</p> <p>Μανούσου, Ε. (2017). <i>Οι δεξιότητες των φοιτητών που εκπονούν Μεταπτυχιακή Ερευνητική Εργασία</i>. Ελληνικό Δίκτυο Ανοικτής και Εξ Αποστάσεως Εκπαίδευσης. https://gellym.pressbooks.com/</p> <p>American Psychological Association (2020). <i>The publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association.</p> <p>Bailey, S. (2018). <i>Academic writing: a handbook for international students</i>. Routledge (eBook)</p> <p>Biggam, J. (2021). <i>Succeeding with your master's dissertation: a step-by-step handbook</i>. Open University Press, McGraw-Hill Education (eBook)</p>

	<p>Hart, C. (2018). <i>Doing a literature review: releasing the research imagination</i>. Sage.</p> <p>Hughes, G. (2020). <i>Be well, learn well :improve your wellbeing and academic performance</i>. Red Globe Press</p> <p>Oshima, A. (2017) <i>Longman Academic Writing Series 3: Paragraphs to Essays</i>. Pearson.</p> <p>Pears, R. & Shields, G. (2019). <i>Cite them right: the essential referencing guide</i>. Macmillan International Higher Education</p> <p>Sylvia, P. (2019). <i>How to write a lot: a practical guide to productive academic writing</i>. American Psychological Association.</p> <p>Trevor D. (2018). <i>Success in Academic Writing</i>. Palgrave.</p>
Assessment	Continuous Feedback, Brief Exercises, Individual Academic Essay, Student Power- Point Presentations, Discussions, Final Exam
Language	Greek

Course Title	Introduction to Educational Studies				
Course Code	EDUS 100				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year ,1 st semester				
Teacher's Name	Dr. Karousiou Christiana				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected to be able:</p> <ul style="list-style-type: none"> • Define the basic concepts underpinning the Pedagogical Education course such as “action”, “education” and “training”. • Describe and explain the fundamental aspects of the Pedagogical Education as an autonomous science. • Critically present and evaluate traditional and modern pedagogical theories • Analyse contemporary pedagogical trends and model educational institutions. 				
Learning Outcomes	<p>The students are expected to:</p> <ul style="list-style-type: none"> • Explain the basic terminology of the science of education and understand the main pedagogical ideas. • Define the meaning, purpose and functions of education. • Become acquainted with great philosophers, present and evaluate their basic ideas, and the applications of their theories. • Determine the dynamic relationship between educator and student. • Analyse the relationship of pedagogy with various modern pedagogical problems. 				
Prerequisites	None	Required	None		
Course Content	<p>The course provides an introduction to Educational Studies. A first acquaintance of the student with the basic concepts of Educational Studies is therefore attempted (i.e. action, education and training) as well as a deeper analysis of various topics of Educational Studies (goals and objectives of education, a person's education under a philosophical perspective, educational institutions with special emphasis on primary school and the kindergarten, sociopolitical changes and education).</p> <ol style="list-style-type: none"> 1. Introduction to Educational Sciences - Basic Concepts 2. National Curriculum 				

	<p>3. Educational philosophers and their work</p> <p>4. The Phenomenon of Teaching</p> <p>5. School discipline</p> <p>6. Modern pedagogical approaches</p> <p>7. Creativity and education</p>
Teaching Methodology	Lectures, discussions, student presentations, group work.
Bibliography	<p>EDUS 100 selected textbooks booklet</p> <p>Ανδρούσου, Α. & Τσάφος, Β. (2020). <i>Επιστήμες της Εκπαίδευσης</i>. Αθήνα: Gutenberg.</p> <p>Bartlett, S. (2019). Εισαγωγή στις Επιστήμες της Εκπαίδευσης. Αθήνα: Gutenberg.</p> <p>Durkheim, E. (2014). <i>Η εξέλιξη της παιδαγωγικής σκέψης</i>. Αλεξάνδρεια.</p> <p>Μαυροειδής, Γ (2011). <i>Εισαγωγή στις επιστήμες αγωγής</i>. Γρηγόρη.</p> <p><i>Murphy, L., Mufti, E. and Kassem, D. (2009). Education studies: An introduction. Open University Press.</i></p> <p>Nutbrown, C. (2018). <i>Early childhood educational research: International perspectives</i>. Sage.</p> <p>Ξωχέλλης, Π. (2016). Εισαγωγή στην Παιδαγωγική: Θεμελιώδη προβλήματα της παιδαγωγικής επιστήμης. Αδελφοί Κυριακίδη.</p> <p>Πυργιωτάκης, Ι. (2011). <i>Εισαγωγή στην παιδαγωγική επιστήμη</i>. Πεδίο.</p>
Assessment	Presence and class participation, group work - presentation, mid-term exam, written final exam.
Language	Greek

Course Title	History of Education				
Course Code	EDUS 105				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Dr. Ierokipiotis Costas				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Study and understand the foundation and gradual development of education from the ancient period until now • Understand the dynamic relation which exist between educational system, philosophical ideas and political and socio-economic factors • Study the main educational theories which were in practice during the 19th and 20th centuries in USA and Europe • Examine the political and socio-economic factors which influenced education in Greece and Cyprus during the 19th and 20th centuries 				
Learning Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • gain basic knowledge concerning the main historical periods • recognize the significant influence of Plato and Aristotle on educational science • recognize the close relation between the educational Systems of Greece and Cyprus • understand the main educational reformations in Greece and Cyprus during the 20th century • evaluate the dynamic relation between education and society 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Introduction to the subject and syllabus • The development of education in ancient Greece and Rome 				

	<ul style="list-style-type: none"> • Education in 17th century and early 18th. Realismus (Comenius) and Enlightenment (Rousseau) • Education in the end of 18th and early 19th centuries : Pestalozzi, Froebel, Herbart, Montessori • The “ Progressive Education “ in 20th century: Kerschensteiner, Dewey • Education in Greece: The main educational reformations: 1913/17, 1929, 1976, 1997/98 and recent changes. Education and socio-economic factors • The development of education in Cyprus from the early colonial period up to now.
Teaching Methodology	Lectures, discussions
Bibliography	<p>Basic</p> <p>Reble, A. (2014). <i>Ιστορία της Παιδαγωγικής</i>. Αθήνα: Παπαδήμας.</p> <p>Supplimentary</p> <p>Βιλδιρίδη-Χατζητόλιου,Μ. (2020). <i>ΜΕΤΑΒΑΣΗ. Το Μοντεσσोरιανό μοντέλο αγωγής στην προσχολική ηλικία και η εφαρμογή του στα πλαίσια της προσχολικής αγωγής στην Ελλάδα</i>. Θεσσαλονίκη: Εκδόσεις Μπαρμπουνάκης.</p> <p>Conkbayir, M., Pascal C., Κάκουρος, Μ. & Μουσένα, Ε. (2019). <i>Εισαγωγή στις κλασικές και σύγχρονες θεωρητικές προσεγγίσεις στην προσχολική αγωγή</i>. Αθήνα: Gutenberg</p> <p>Δημαράς Α.(2013). <i>Ιστορία της Νεοελληνικής Εκπαίδευσης. Το ανακοπτόμενο άλμα. Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση 1833-200</i>.(Επιμελητής έκδοσης: Β. Βασιλού-Παπαγεωργίου). Αθήνα: Μεταίχμιο.</p> <p>Ιεροκηπιώτης, Κ.(2004). <i>Η Ελληνική Εκπαίδευση στην επαρχία Πάφου (1878-1960), Συμβολή στην Ιστορία της Εκπαίδευσης της Κύπρου</i>. Λευκωσία: έκδ. ΥΠ. Π.Π</p> <p>Κανούργιου,Ε. (2021). <i>Παιδαγωγικές και διδακτικές προσεγγίσεις στην πρώιμη παιδική ηλικία</i>. Αθήνα: Εκδόσεις Δίσιγμα</p> <p>Μπουζάκης, Σ. (1986). <i>Νεοελληνική Εκπαίδευση (1986)</i>. Αθήνα : Gutenberg</p> <p>Περσιάνης, Π.(2006). <i>Συγκριτική Ιστορία της Εκπαίδευσης της Κύπρου</i>. Αθήνα: Gutenberg.</p> <p>Περσιάνης, Π.-Πολυβίου, Π.(1992). <i>Ιστορία της Εκπαίδευσης στην Κύπρο. Κείμενα και Πηγές</i>. Λευκωσία : έκδ. Παιδαγωγικού Ινστιτούτου Κύπρου.</p>

	<p>Stacey, S. (2020). <i>Αναδυόμενο πρόγραμμα και παιδαγωγική τεκμηρίωση στην προσχολική εκπαίδευση</i>. Αθήνα: Gutenberg</p> <p>Τερζής Ν.Π.(1986). <i>Η Παιδαγωγική του Αλεξάνδρου Δελμούζου</i>. Θεσσαλονίκη : Α/φών Κυριακίδη.</p> <p>Χατζηκυριάκου, Ε. (2021).<i>Η προσχολική εκπαίδευση στην Κύπρο 1878-1914</i>. Ph.D Thesis. Πρόγραμμα Ιστορίας. Πανεπιστήμιο Νεάπολις, Πάφου.</p> <p>Χατζηστεφανίδης, Θ. Δ. (1990). <i>Ιστορία της Νεοελληνικής Εκπαίδευσης (1821-1986)</i>. Αθήνα: Παπαδήμας.</p> <p>Χατζηστεφανίδου, Σ. (2008). <i>Ιστορία της Προσχολικής Αγωγής, Ανθρωπολογικές και παιδαγωγικές αντιλήψεις- Πρακτικές ανατροφής-Θεσμοί φροντίδας και εκπαίδευσης</i>. Τόμος Α΄. Θεσσαλονίκη: Α/φών Κυριακίδη.</p>
Assessment	Exercises and short essays, Essay submitted in electronic form, Participation Final exam
Language	Greek

Course Code	EDUS 110				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Georgiou Maria				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> • To correctly interpret the terminology, concepts and contemporary theoretical orientations in Developmental Psychology • To understand the theories that have been formulated for human development: biological, psychoanalytical, behavioral, and cognitive • To know the factors that influence children's development (genetic and environmental) • To examine specific areas of children's development such as biological, cognitive (language, thought, perception), the development of personality, moral, social and emotional development 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> • To explain and discuss the evolution of the Developmental Psychology field, methods, theories and findings • To critically examine the basic concepts and principles of Developmental Psychology • To analyze and apply psychological principles of Developmental Psychology to educational settings 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Introduction to developmental psychology 2. Biological foundations of development 3. Theories of personality development: Gessel, Lorenz, Pavlov, Skinner, Freud, Erikson, Piaget, Vygotsky 4. Biological, cognitive and emotional development of children in infancy, preschool and elementary school 5. Aggressiveness, moral development, and children's fears 				



Teaching Methodology	Lectures, individual work
Bibliography	<p>Berk, E. L. (2019). Αναπτυξιακή Ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης. Εδόσεις: Κριτική ISBN: 9789605863029</p> <p>Feldman, R. (2019). Αναπτυξιακή Ψυχολογία: Δια βίου προσέγγιση. Gutenberg ISBN: 9789600120387</p> <p>Slater, A. & Brenner, G. (2019). Εισαγωγή στην Αναπτυξιακή Ψυχολογία. Εκδόσεις: Τζιόλας ISBN: 9789604187928</p> <p>Santrock, W. J. (2022). Life-span Development (17th edition). McGraw-Hill ISBN-13: 978-1259922787</p>
Assessment	Formative assessment, individual work, final exam.
Language	Greek

Course Title	Theory of Language				
Course Code	EDUS 120				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> ● Introduce students to the field of theory of language ● introduce students to the basic principles and issues of Theoretical Linguistics ● introduce students to the interdisciplinary field of Psycholinguistics ● introduce students to the basic principles and issues of the science of Sociolinguistics and discuss issues concerning language and educational policy (multicultural and intercultural approach) ● Introduce students to the interdisciplinary field of Philosophy of Language. 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● understand the fundamental notions of the Language Theory and the principles of modern linguistics. ● analyze the basic features of languages and the attributes of linguistic signs. ● discuss the notion of the «system» and know the operation factors of linguistic communication. ● critically discuss the importance of language on a sociological level and of linguistic education for the introduction of individuals in today's modern multicultural environments ● evaluate the importance of critical and social literacy 				
Prerequisites	None	Required	none		
Course Content	<p>1. The linguistic science: linguistics, psycholinguistics and sociolinguistics. 2. Theoretical Linguistics: The levels of linguistic analysis.</p>				

	<p>3. Communication and the theory of the linguistic sign. The semantic character of language.</p> <p>4. The theory of linguistic sign – Semiology of Language.</p> <p>5. The question concerning the ancestry of spoken language.</p> <p>6. What is psycholinguistics? Children’s speech and the initiation of the study of children’s language.</p> <p>7. What is sociolinguistics?</p> <p>8. The Philosophy of Language. Freire and Critical Literacy.</p>
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion
Bibliography	<p>Γαβριηλίδου, Ζ., Μητσιάκη, Μ. & Φλιατούρας, Α. (2021). <i>100 βασικές έννοιες για τη γλωσσολογία</i>. Αθήνα: Gutenberg.</p> <p>Γιαννικοπούλου, Α. (2015). <i>Το εικονογραφημένο βιβλίο στην προσχολική εκπαίδευση</i>. Αθήνα: εκδ. Πατάκης.</p> <p>Γούτσος, Δ. & Μπέλλα, Σ. (επ.) (2022). <i>Κοινωνιογλωσσολογία</i>. Αθήνα: Gutenberg.</p> <p>Francois-Geiger, D. (1991). <i>Θέματα κοινωνικής και θεωρητικής γλωσσολογίας: συμβολή σε μια θεωρία της γλωσσικής πράξης</i>. Αθήνα: εκδ. Νεφέλη.</p> <p>Κωστούλα - Μακράκη, Ν. (2001) <i>Γλώσσα και Κοινωνία</i>. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Lyons, J. (2002). <i>Εισαγωγή στη θεωρητική γλωσσολογία</i>, Αθήνα: εκδ. Μεταίχμιο.</p> <p>Miller G. (1995). <i>Γλώσσα και Ομιλία</i>, Σ. Βοσνιάδου (επ.). Αθήνα: εκδ. Gutenberg.</p> <p>Mounin, G. (1994). <i>Κλειδιά για τη γλωσσολογία</i>. Αθήνα : Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.</p> <p>Μπαμπινιώτης, Γ. (1980). <i>Θεωρητική Γλωσσολογία</i>. Αθήνα: Ιδιωτική Έκδοση.</p> <p>Πήτα, Ρ. (1998). <i>Ψυχολογία της Γλώσσας</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>Τοκατλίδου, Β. (2004) <i>Γλώσσα, Επικοινωνία και Γλωσσική Εκπαίδευση</i>. Αθήνα: εκδ. Πατάκη.</p> <p>Φιλιππάκη-Warburton, E. (1992). <i>Εισαγωγή στη θεωρητική γλωσσολογία</i>. Αθήνα: εκδ. Νεφέλη.</p>

	<p>Aιρουχ, S. (2005). <i>Η Φιλοσοφία της Γλώσσας</i>, μτφρ. Θ. Τραμπούλης. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Baynham, M. (2000). <i>Πρακτικές Γραμματισμού</i>. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Cook-Gumperz, J. κ.ά. (2008). <i>Η κοινωνική δόμηση του γραμματισμού</i>. Αθήνα: εκδ. Επίκεντρο.</p> <p>Freire, P. (1977). <i>Η αγωγή του καταπιεζόμενου</i>, μτφρ. Γ. Κρητικός. Αθήνα: εκδ. Ράππα.</p> <p>Freire, P. (1983). The Importance of the Act of Reading, <i>Journal of Education</i>, 165, σσ.5-11.</p> <p>Gee, J. P. (2006). Ο γραμματισμός και ο μύθος του γραμματισμού: από τον Πλάτωνα στον Freire, στο Α. Χαραλαμπίδης, (επ.), <i>Γραμματισμός, κοινωνία και εκπαίδευση</i>. Θεσσαλονίκη: Ίδρυμα Νεοελληνικών Σπουδών, σσ.15-54.</p> <p>Πέτρου, Α. & Ζεμπύλας, Μ. (επ.) (2007). <i>Ν(ο)ήματα και γλωσσικοί κόμπτοι</i>. Θεσσαλονίκη: εκδ. Βάνιας.</p> <p>Χατζηλουκά-Μαυρή, Ε. (2010). Από την επικοινωνιακή-κειμενοκεντρική προσέγγιση στην παιδαγωγική του κριτικού γραμματισμού (ή η διδασκαλία του γραπτού λόγου στο δημοτικό σχολείο σήμερα): Η περίπτωση της Κύπρου, <i>Επιθεώρηση Εκπαιδευτικών Θεμάτων</i> 16, σσ.114-130.</p> <p>http://www.pi-schools.gr/download/publications/epitheorisi/teyχος16/114-130.pdf</p>
Assessment	Individual project, final exam, class participation, formative assessment
Language	Greek

Course Title	Modern Greek Language I				
Course Code	EDUS 121				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Dr Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This is an advanced grammar course, which aims to provide the students with the appropriate theoretical background of grammar and syntax and develop their oral and written speech. By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> comprehend all the grammar and syntax rules of Modern Greek Language describe and analyze several grammatical phenomena improve their oral and written speech <p><u>If it is necessary, the course can be adjusted to an elementary grammar course, for beginners in Greek Language.</u></p>				
Learning Outcomes	<p>With the completion of the course students will be able to:</p> <ul style="list-style-type: none"> use Standard (Common) Modern Greek Language with accuracy and clarity understand, assimilate and use the theoretical rules of the Greek language recognize and analyze common “mistakes” in Modern Greek language acquire communicational skills both in written and in oral academic level evaluate the evolution and history of Modern Greek Language 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> Introduction to the various categories of sounds and syllables. Dividing words into syllables. Accentuation and punctuation. Derivative and compound words The three genders of nouns. Use of cases. Declension. Adjectives and pronouns. Comparison of adjectives Adverbs and prepositions The verb: voices, moods, tenses, augments, conjugation (A, B1, B2). Participles. 				

	<p>7. Main and subordinate clauses</p> <p>8. Syntax</p> <p>9. Writing skills: a) Form and structure of the sentence, b) How to write a coherent paragraph and a summary, c) How to make a convincing argument</p>
Teaching Methodology	Lectures, individual and group work, case study analysis, student presentations
Bibliograph	<p>Anagnostopoulou I. & Bousouni-Gkesoura, L. (2006). <i>Το λέμε σωστά; Το γράφουμε σωστά; Λάθη που γίνονται στο γραπτό και στον προφορικό λόγο</i>. Αθήνα: Μεταίχμιο.</p> <p>Babiniotis, G. (2019). <i>Σύγχρονη Σχολική Γραμματική για όλους</i>. Αθήνα: Κέντρο Λεξικολογίας.</p> <p>Holton, D., Mackridge, P., Philippaki-Waeburton, I. (2015). <i>Greek: An Essential Grammar</i> (2nd edition). Routledge.</p> <p>Iordanidou, A. (2005). <i>Οδηγός της Νεοελληνικής Γλώσσας</i>. Αθήνα: Πατάκης.</p> <p>Iordanidou, A. (2005). <i>Οδηγός της Νεοελληνικής Γλώσσας. (Μέρος Β')</i>. Αθήνα: Πατάκης.</p> <p>Iordanidou, A. (1992). <i>Τα ρήματα της Νέας Ελληνικής</i>. Αθήνα: Πατάκης.</p> <p>Kesopoulos, A. (1998). <i>Μεγάλη Γραμματική & Ορθογραφία της Νεοελληνικής Γλώσσας</i>. Θεσσαλονίκη: Μαλλιάρης-Παιδεία.</p> <p>Kleris, Ch., Babiniotis, G. (2005). <i>Γραμματική της Νέας Ελληνικής: Δομολειτουργική-Επικοινωνιακή</i>. Αθήνα: Ελληνική Γράμματα.</p> <p>Mackridge, P. (1990). <i>Νεοελληνική Γλώσσα</i>. Αθήνα: Πατάκης.</p> <p>Markantonatos, G. (2008). <i>Γράφε, μίλα ορθά ελληνικά: Ένας πρακτικός οδηγός</i>. Αθήνα: Gutenberg.</p> <p>Minas, G. (1995). <i>Βελτιώστε τα Ελληνικά σας</i> (Λευκωσία: Ένωση Συντακτών Κύπρου).</p> <p>Papanastasiou, G. B. (2012). <i>Εφαρμοσμένη Γραμματική της Δημοτικής και Συντακτικό</i>, Τόμος Α. Αθήνα: Πρωτεύς.</p> <p>Papanastasiou, G. B. (2010). <i>Εφαρμοσμένη Γραμματική της Δημοτικής και Συντακτικό</i>, Τόμος Β'. Αθήνα: Πρωτεύς.</p> <p>Parazafiri, I. (1993). <i>Λάθη στη Χρήση της Γλώσσας μας</i> (2 τόμοι). Αθήνα: Σμίλη.</p> <p>Pavlidou, Th. (1995). <i>Επίπεδα Γλωσσικής Ανάλυσης</i>. Θεσσαλονίκη: Παρατηρητής.</p>



	Triantafyllides, M. (2005). <i>Νεοελληνική Γραμματική (της δημοτικής)</i> . Ίδρυμα Μανόλη Τριανταφυλλίδη. Tzartanos, A. (1989). <i>Νεοελληνική σύνταξις (της κοινής δημοτικής)</i> , Θεσσαλονίκη: Αφοι Κυριακίδη.
Assessment	Assignments, final exam
Language	Greek

Course Title	Cyprus History				
Course Code	EDUS 145				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Emiliós A. Solomou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are for the student to:</p> <ul style="list-style-type: none"> • Develop knowledge of the cultural and political aspects of the history of Cyprus. • Understand the current position of Cyprus in relation to its historical past. • To examine Cyprus history in relation to the new European and Worldwide environment. • Develop an enhanced awareness of History. • Develop interest in a wider study of history. 				
Learning Outcomes	<p>After completion of the course students are expected:</p> <ul style="list-style-type: none"> • To have a deeper understanding of the historical development of Cyprus over the centuries and its geostrategic position. • To comprehend the historical evolution and progress in the cultural, educational and social aspects of life and economy of Cyprus. • To learn and understand the identity of Cypriot Hellenism as it was developed throughout the centuries. • To about know the presents and development of the other communities in Cyprus • To understand the current Cyprus problem and its impact on the island after 1974. • To develop critical approach to History. • To comprehend the new characteristics of the modern multicultural Cypriot society. • To gain understanding and tolerance towards other nationalities and civilizations. 				
Prerequisites	None	Required	None		

Course Content	<p>Brief historical outline of the history of Cyprus from early years until 2004.</p> <p>Prehistoric Period Ancient History Roman Period Byzantine Period Medieval Period Ottoman Rule British Rule Cyprus Republic General review: Education, art and religion.</p>
Teaching Methodology	<p>Lectures, individual and group work, workshops, individual feedback, student presentations, discussions</p>
Bibliography	<p>Χατζηδημητρίου, Κ. (1999). <i>Ιστορία της Κύπρου</i>. Λευκωσία: Τυπογραφείο Ερμής.</p> <p>Βίας Λ., Σπανός Γ. και Παπαπολυβίου Π. (2004). <i>Η Εξέγερση του Οκτώβρη 1931 (Τα Οκτωβριανά)</i>. Λευκωσία.</p> <p>Γεωργιάδη, Κλ. Π. (1995). <i>Ιστορία της Κύπρου</i>. (3^η έκδοση) Λευκωσία: Δημητράκης Χριστοφόρου.</p> <p>Ηρακλείδης, Α. (2006). <i>Κυπριακό Πρόβλημα 1947-2004 Από την Ένωση στη Διχοτόμηση</i>. Αθήνα: ΣΙΔΕΡΗΣ.</p> <p>Κυπριακή Εθνική Επιτροπή UNESCO. <i>Αρχαιολογικοί χώροι και μνημεία της Κύπρου</i>. Υπουργείο Παιδείας και Πολιτισμού.</p> <p>Μιτσίδη, Α.Ν. (1994). <i>Σύντομη Ιστορία της Εκκλησίας της Κύπρου</i>. Λευκωσία.</p> <p>Παυλίδη, Α. (1991). <i>Ιστορία της Νήσου Κύπρου. Τόμοι 1-4</i>. Λευκωσία: Φιλόκυπρος.</p> <p>Παυλίδη, Α. (1995). <i>Η Κύπρος Ανά τους Αιώνες. Τόμοι 1-3</i>. Λευκωσία: Φιλόκυπρος.</p> <p>Σοφοκλέους, Α. Κ. (1995). <i>Εισαγωγή στην Ιστορία και Γεωγραφία της Κύπρου</i>. Λευκωσία: Εκδοτικός Οίκος ΝΙΚΟΚΛΗΣ.</p> <p>Τζερμιά, Π Ν (2001). <i>Ιστορία της Κυπριακής Δημοκρατίας</i>. Τόμοι Α+Β. Libro.</p> <p>Τζερμιά, Π. Ν. (2004). «Γλυκείας Χώρας» <i>ιστόρηση. Η Κύπρος: Από την αρχαιότητα ως την ένταξη στην Ευρωπαϊκή Ένωση. Τόμοι Ι-ΙΙΙ</i>. Εκδόσεις «Ι.Σιδέρης».</p>

	<p>Χριστόπουλος, Γ., Μπατσιάς, Ι. (Επιμ.). (2000). <i>Ιστορία του Ελληνικού Έθνους, Σύγχρονος Ελληνισμός από το 1941 έως το τέλος του αιώνα</i>. Τόμος ΙΣΤ', Αθήνα: Εκδοτική Αθηνών Α.Ε. Εταιρεία ιστορικών εκδόσεων.</p> <p>Farid Mirbagheri & Emiliou A. Solomou, (2021), <i>Historical Dictionary of Cyprus</i>, Rowman & Littlefield Publishers</p> <p>Hill, G. (1972). <i>A History of Cyprus</i>. Vols 1-4. Cambridge: Cambridge University Press.</p> <p>Χάιντς Α Ρίχτερ (2007). <i>Ιστορία της Κύπρου (1878-1949)</i>. (Τόμος Α) Αθήνα: Βιβλιοπωλείο ΕΣΤΙΑΣ.</p> <p>Χάιντς Α Ρίχτερ (2011). <i>Ιστορία της Κύπρου (1950-1959)</i>. (Τόμος Β) Αθήνα: Βιβλιοπωλείο ΕΣΤΙΑΣ.</p> <p>Νίκος Χριστοδουλίδης, (2021), <i>Οι Γεωπολιτικές Πραγματικότητες στα Σχέδια Λύσης του Κυπριακού (1948-1978)</i>, Εκδ: Σιδέρης Ι.</p> <p>Αντρος Παυλίδης, (2012), <i>Μεγάλη Κυπριακή εγκυκλοπαίδεια</i>, Λευκωσία : Πολίτης & Marfin Laiki Bank</p> <p>Παπαδημήτρης, Παναγιώτης , Πετρίδης, Π. (1979), <i>Ιστορική Εγκυκλοπαίδεια Της Κύπρου (16 Τόμοι)</i>, Εκδ: Επιφανίου Κ.</p> <p>Πέτρος Παπαπολυβίου (Επιμ.), (2010), <i>Ιστορία της Κυπριακής Δημοκρατίας</i>, (Τόμοι 1,2), Λευκωσία: Φιλελεύθερος.</p> <p><i>Ιστορία της Κύπρου</i>, (Τόμοι 1-4), (2017), Λευκωσία: Φιλελεύθερος.</p> <p>Lecturer's Notes</p>
Assessment	Individual and group assignments, workshops, presentations, individual feedback, essay assignments, final exam.
Language	Greek

Course Title	Ethics				
Course Code	EDUS 148				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Pavlos E. Michaelides				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student:</p> <ul style="list-style-type: none"> • To investigate major forms of ethical and philosophical thought • To develop the capacity for studying the 'ego' and the 'world' in accordance to ethical thinking and the philosophical tradition • To determine and to investigate our ethical responsibilities towards others • To research foundational ethical issues as these pertain to everyday life • To understand the application of ethical problems beyond any theory about ethics • To develop critical capacity for ethical thinking • To understand the 'enslavement of untruth' determining our responsibility before it. 				
Learning Outcomes	<p>The student:</p> <ul style="list-style-type: none"> • To understand a variety of existential meanings concerning the ethical life such as good and evil as it relates to the body, learning, friendship, politics, old age, death, etc. • To understand foundational philosophical truths in relation to principles of conduct. • To investigate principal dimensions of philosophical and ethical issues. • To develop a wholesome understanding of the relation between ethics and life. • To develop the critical capability for ethical self-examination. • To understand the influence of the ethical life on issues that relate to everydayness. • To be able to search for essential aspects of human virtue. • To be able to contradistinguish a virtuous and creative life from an uncreative and meaningless one. • To study issues of identity and ethical determination from the point of view of other peoples and cultures. 				

Prerequisites	None	Required		None																																				
Course Content	<ol style="list-style-type: none"> 1. Introduction/Wisdom of Life/The Aim /Ethical and Philosophical Practice/ The Body (Ethos and Ethics) 2. The Body and the World 3. Learning 4. Recreation 5. Eros/The Silent Ethical Prerequisite/Philosophical Contemplation 6. Eros and Love 7. Marriage 8. Friendship 9. Politics 10. Old Age/Investigation of the Past 11. Death/The Soul and its Power/The Common Aim/The Virtuous Life 12. Death/The Spectrum and Enslavement to Untruth/Difficult Ways/Ethical Consciousness. 																																							
Teaching Methodology	Lectures, Informative Evaluation - discussion - feedback, Written Project/Paper, Final Examination.																																							
Bibliography	<table border="1"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>1. Πελεgrίνης, Θ</td> <td>Ηθική Φιλοσοφία</td> <td>Πεδίο</td> <td>2016</td> <td>978-960-546-670-1</td> </tr> <tr> <td>2. Βάσιου, Α., Πούλιου, Α.</td> <td>Ηθική Νοημοσύνη</td> <td>Πεδίο</td> <td>2021</td> <td>978-960-635-358-0</td> </tr> <tr> <td>3. Spinoza, B., Κουντουριώτης, Ν. (μτφ.)</td> <td>Ηθική</td> <td>Δωδώνη</td> <td>2021</td> <td>978-960-558-293-7</td> </tr> <tr> <td>4. Della Mirandola, Pico, Αμπατζοπούλου Φ. (μτφ.)</td> <td>Λόγος περί της αξιοπρέπειας του ανθρώπου</td> <td>Άγρα</td> <td>2021</td> <td>978-960-505-132-7</td> </tr> <tr> <td>5. Μπλέτα, Π.</td> <td>Η ηθική της Δημοκρατίας</td> <td>ΑΛΔΕ Εκδόσεις</td> <td>2017</td> <td>978-960-9451-87-1</td> </tr> <tr> <td>6. Lafollette H. (Ed.)</td> <td></td> <td></td> <td>2014</td> <td>978-047-0671-83-2</td> </tr> </tbody> </table>					Authors	Title	Publisher	Year	ISBN	1. Πελεgrίνης, Θ	Ηθική Φιλοσοφία	Πεδίο	2016	978-960-546-670-1	2. Βάσιου, Α., Πούλιου, Α.	Ηθική Νοημοσύνη	Πεδίο	2021	978-960-635-358-0	3. Spinoza, B., Κουντουριώτης, Ν. (μτφ.)	Ηθική	Δωδώνη	2021	978-960-558-293-7	4. Della Mirandola, Pico, Αμπατζοπούλου Φ. (μτφ.)	Λόγος περί της αξιοπρέπειας του ανθρώπου	Άγρα	2021	978-960-505-132-7	5. Μπλέτα, Π.	Η ηθική της Δημοκρατίας	ΑΛΔΕ Εκδόσεις	2017	978-960-9451-87-1	6. Lafollette H. (Ed.)			2014	978-047-0671-83-2
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	7. . Παπανούτσος, Ε. Π.	Ethics in Practice: An Anthology Πρακτική Φιλοσοφία- Βιοσοφία	John Wiley & Sons Inc. Blackwell Εκδόσεις Δωδώνη	2008	978-960-8294-40-0	
Assessment	Participation, written project/paper, final examination					
Language	Greek					

Course Title	Introduction to Computer Science				
Course Code	EDUS 170				
Type of course	Required				
Level	Undergraduate				
Year / Semester of study	1 st year, 1 st semester				
Name of Instructor	Dr. Efi Nisiforou				
ECTS	5	Lectures / week	2 hours / week	Workshops / week	1 per week
Course Objectives	<p>The course objectives are for students:</p> <ul style="list-style-type: none"> ● To document the role of computing in our lives. ● To understand the multiple ways in which computing affects our lives and how it could affect teaching and learning. ● To use computers as tools of teaching and learning within the context of the curriculum. ● To use Google Drive battery of tools as part of their teaching. ● To design and develop interactive educational material. ● To use Microsoft Office software (Word, Excel, PowerPoint, Paint), Google Drive, Internet Search Engines, Electronic Mail and Web 2.0. Tools. ● To use the tools provided by the Internet for communication and to search information. ● To cultivate skills of digital literacy. 				
Learning Outcomes	<p>Upon completion of the course, students will be able:</p> <ul style="list-style-type: none"> ● To document the contribution of technology in education. ● To implement contemporary technologies in teaching and learning. ● To acknowledge and use the extended potential and challenges of PCs, Microsoft Office software, Internet Search Engines and Online. digital tools and software. ● To develop skills in integrating technology in the teaching and learning process. ● To develop digital literacy skills. 				
Prerequisites	None		Corequisites	None	
Course Content	<ul style="list-style-type: none"> ● Basic Concepts of Computing & Educational Technology ● Electronic computers (PCs), parts and their functions 				

	<ul style="list-style-type: none"> ● Windows Operating System ● Electronic mail (Email), World Wide Web (WWW/ Internet), Search Engines ● Word processing software – Microsoft Word - Spreadsheets – Microsoft Excel ● Interactive Presentations – Microsoft PowerPoint and Windows Moviemaker ● Web 2.0 tools (blogs, wikis, chat, podcasts, Google Drive, Dropbox) ● New Technologies in Education (applications, games, digital narrative) ● Google Drive suite
Teaching Methodology	Practical implementation in workshop, Lectures, discussions, presentations individualised and cooperative learning, interdisciplinary project method.
References	<p>Required Readings</p> <p>Νησιφόρου, Ε. (2022). <i>EDUS-170 Course Notes – Lectures</i>. Nicosia: University of Nicosia.</p> <p>Recommended Readings</p> <p>Ελληνική Βιβλιογραφία</p> <p>Αναγνωστάκης, Σ. & Φαχαντίδης, Ν. (2014). Διερεύνηση για σχεδιασμό κατάλληλου πλαισίου προετοιμασίας των εκπαιδευτικών Πρωτοβάθμιας εκπαίδευσης στην Εκπαιδευτική Ρομποτική. Στο 9ο Πανελλήνιο Συνέδριο με Διεθνή Συμμετοχή «Τεχνολογίες Πληροφορίας & Επικοινωνιών στην Εκπαίδευση», Πανεπιστήμιο Κρήτης, 3-5 Οκτωβρίου 2014, Ρέθυμνο.</p> <p>Δημητριάδης, Σ. (2016). Θεωρίες μάθησης και εκπαιδευτικό λογισμικό. Ηλεκτρονικό αντίγραφο https://creativecommons.org/licenses/by-nc-nd/3.0/gr/</p> <p>Κόμης, Β. (2004). <i>Εισαγωγή στις εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των επικοινωνιών</i>. Αθήνα: Νέων Τεχνολογιών.</p> <p>Κόμης, Β., Τσουράπη, Χ., Λαβίδας, Κ. & Ζαγούρας, Χ. (2015). Απόψεις και Πρακτικές Σχετικά με την Αξιοποίηση των ΤΠΕ στην Εκπαιδευτική Διαδικασία των Επιμορφωμένων Εκπαιδευτικών Προσχολικής Εκπαίδευσης στο Πρόγραμμα Β' Επιπέδου. Στο Β. Δαγδιλέλης, Α. Λαδιάς, Κ. Μπίκος, Ε. Ντρενογιάννη, Μ. Τσιτουρίδου (Επιμ.), Πρακτικά Εργασιών 4ου Πανελληνίου Συνεδρίου «Ένταξη των ΤΠΕ στην Εκπαιδευτική Διαδικασία», ΕΤΠΕ, Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης & Πανεπιστήμιο Μακεδονίας, Θεσσαλονίκη, 30 Οκτωβρίου – 1 Νοεμβρίου 2015.</p> <p>Νικηφορίδου, Ζ., & Παγγέ, Τ. (2016). Ψηφιακό παιχνίδι στην Προσχολική Ηλικία. <i>Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση</i>, 6(1Α).</p> <p>Νικολοπούλου, Κ. (2018). Οι Τεχνολογίες της Πληροφορίας και των Επικοινωνιών στην προσχολική εκπαίδευση: Ένταξη, χρήση και</p>

	<p>αξιοποίηση (νέα, εμπλουτισμένη έκδοση). Αθήνα: Πατάκη. Ανακτήθηκε από https://www.patakis.gr/files/1169794.pdf</p> <p>Ράπτης, Α. (2013). <i>Μάθηση και διδασκαλία στην εποχή της πληροφορίας</i>. Α τόμος.</p> <p>Παπαγγελή, Α., & Αθανασοπούλου Μ. (2012). Η αποτελεσματικότητα της παραδοσιακής αφήγησης και της ψηφιακής απεικόνισης στην προσχολική ηλικία. Πρακτικά του Ελληνικού Ινστιτούτου Εφαρμοσμένης Παιδαγωγικής και Εκπαίδευσης (Ε.Μ.Ι.Ε.Π.ΕΚ.), 6ο Πανελλήνιο Συνέδριο, 5-7 Οκτωβρίου 2012.</p> <p>ΥΠΠΑΝ (2022, Απρίλιος 9). Ιστοσελίδα Προδημοτικής Εκπαίδευσης. https://prod.schools.ac.cy/index.php/el/</p> <p>ΥΠΠΑΝ (2022, Απρίλιος 9). Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης. https://prod.schools.ac.cy/index.php/el/prodimotiki-ekpaidefsi/analytiko-programma</p> <p>Ξένη/ Ξενόγλωσση Βιβλιογραφία</p> <p>Frye, C. & Lambert, J. (2016). <i>Microsoft Office 2016 Step by Step</i>. Αθήνα: Γκιούρδας. Διαθέσιμο από 12-6940-bookcontents.pdf</p> <p>Otterborn, A., Schönborn, K., & Hultén, M. (2019). Surveying preschool teachers' use of digital tablets: general and technology education related findings. <i>International journal of technology and design education</i>, 29(4), 717-737.</p> <p>Weverka, P. (2020). <i>Microsoft Office 2019 All-in-One For Dummies</i>. Αθήνα: Γκιούρδας. Διαθέσιμο από https://www.mgiurdas.gr/sites/default/files/toc/12-7145-bookcontents.pdf</p>
Assessment	Formative, active participation and attendance in class, group and individual work, presentation, written and practical exam.
Language	Greek

Course Title	English Language I				
Course Code	EDUS 175				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Ms Chrysa Papaioannou				
ECTS	5 credits	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The course is designed for students in education who are at a pre-intermediate level of attainment. The aim of the course is to improve the student's ability to communicate efficiently and confidently in English and consequently in real life and work by having gained knowledge in education-related vocabulary. The course material focuses on readings and tasks related to the field of education to familiarize students with the language that is typical of the subject. Students are also encouraged to use CLIL activities as an approach to teach English in an interactive and fun way. By the end of the course students should be able to work collaboratively and communicate in the language in practical situations orally and in writing as well as understand English used in the field of education.</p>				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <p>Speaking</p> <ul style="list-style-type: none"> Understand and convey information relevant to educational purposes. <p>Listening</p> <ul style="list-style-type: none"> Understand, order and present facts, ideas and opinions. Communicate effectively and appropriately to authentic listening materials. <p>Reading</p> <ul style="list-style-type: none"> Select materials from texts in order to answer questions. Understand and employ a range of vocabulary Apply reading techniques in passages <p>Writing</p> <ul style="list-style-type: none"> Exercise control of appropriate grammatical structures. Understand the structure of the paragraph 				
Prerequisites	None	Required	None		

Course Content	<p>Introduction of Tenses: Present (Simple and Continuous), Past (Simple and Continuous), 'used to'/would; Present Perfect (simple and continuous), Future (simple, 'going to', present continuous), Past perfect simple.</p> <p>Introduction of Basic Grammatical Structures: Adjectives/Adverbs/Prepositions/Modal Verbs/Relative pronouns/Conditionals/Wh-Questions/Subject and Object Questions.</p> <p>Reading Strategies- skimming, scanning.</p> <ul style="list-style-type: none"> ○ Linking words. ○ Subject-verb agreement. ○ Pronoun agreement. <p>Writing: Paragraph structure and topic sentences.</p> <p>Listening- lecture of each week.</p> <p>Grammar-tenses, parts of speech, relative clauses.</p> <p>Issues related to the field of education: Learning styles, Methods of teaching, Dyslexia, ADHD, Bullying</p>
Teaching Methodology	Lectures, presentations, pair work, group work, video, readings, discussions, final exam.
Bibliography	<p>Evans, V. Dolley, J & Minor, R. (2016). Kindergarten Teacher. Express Publishing</p> <p>ISBN: 978-1-4715-3329-7</p>
Assessment	Quizzes, Mid-Term Exam, Participation, Final examination
Language	English

Course Title	Introduction to Philosophy				
Course Code	EDUS 186				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students to:</p> <ul style="list-style-type: none"> ● Be able to conceive and philosophically reflect on a meaning. ● Be able to think philosophically about a question or a meaning. ● Be able to make arguments. ● Be able to support their point with arguments. ● Be able to analyze critically and compose ideas. 				
Learning Outcomes	<p>With the completion of the course, students should:</p> <ul style="list-style-type: none"> ○ know the basic principles and methods of Philosophy ○ discuss philosophical dilemmas ○ understand and explain the philosophical way of thinking ○ understand the complexity of the analysis of a philosophical question 				
Prerequisites	None	Required	none		
Course Content	<ol style="list-style-type: none"> 1. What is philosophy? The problem of defining philosophy. 2. The fields of Philosophy 3. Philosophical methods and approaches. 4. Rational principles, basic types of arguments and evaluation of them. 5. From Pythagoras to Neo-Pythagoreans – Iamblichus and Exhortation to Philosophy 6. The project method and Philosophy 7. Discussion of philosophical dilemmas (Existence / not existence of God, Absolute freedom/ commitments) 				
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion				

Bibliography	<p><i>Ιάμβλιχος (2002). Προτρεπτικός επί Φιλοσοφίαν, μτφρ. Α. Πέτρου. Θεσσαλονίκη: εκδ. Ζήτρος.</i></p> <p><i>Iamlichus (1989). The Exhortation to Philosophy. Phanes Press.</i></p> <p><i>Readings and class notes in Moddle</i></p> <p><i>Αναπολιτάνος, Δ., Πορτίδης, Δ. & Ψύλλος, Σ. (2007). Λογική: η δομή του επιχειρήματος. Αθήνα: εκδ. Νεφέλη.</i></p> <p><i>Baggini, J. (2013). Φιλοσοφία: όλα όσα έχουν σημασία, μτφρ. Γ. Μπαρρουξής. Αθήνα: εκδ. Μίνωας.</i></p> <p><i>Βέικος, Θ. (1999). Ιστορία και Φιλοσοφία. Αθήνα: Θεμέλιο.</i></p> <p><i>Βενέτη, Μ. (2001). Η διδασκαλία της Φιλοσοφίας. Αθήνα: Παπαδήμας.</i></p> <p><i>Γιάσπερς, Κ. (1983). Εισαγωγή στη Φιλοσοφία. Αθήνα: Δωδώνη.</i></p> <p><i>Deleuze, G. & Guattari, F. (2004). Τι είναι φιλοσοφία;, μτφρ. Σ. Μανδηλαρά. Αθηνά: εκδ. Καλέντης.</i></p> <p><i>Δελλής, Ι. Γ. (2004). Εισαγωγή στη Φιλοσοφία. Αθήνα: Τυπωθήτω.</i></p> <p><i>Θεοδωρίδης, Χ. (2004). Εισαγωγή στη Φιλοσοφία. Αθήνα: Βιβλιοπωλείον της «Εστίας».</i></p> <p><i>Καλογερόπουλος-Καλογ, Ν. (2007). Εισαγωγή στην φιλοσοφική σκέψη. Θεσσαλονίκη: εκδ. Κυρομάνος.</i></p> <p><i>Magee, B. (2005). Η περιπέτεια της Φιλοσοφίας, μτφρ. Π. Μπουρλάκης. Αθήνα: Σαββάλας.</i></p> <p><i>Nagel, T. (1989). Θεμελιώδη φιλοσοφικά προβλήματα: Σύνομη εισαγωγή στη φιλοσοφία. Αθήνα: εκδ. Σμίλη.</i></p> <p><i>Nagel, Th. (1987). What Does It All Mean? A Very Short Introduction to Philosophy. New York: Oxford University Press.</i></p> <p><i>Πελεγρίνης, Θ. (2010). Εισαγωγή στην φιλοσοφία. Αθήνα: εκδ. Πεδίο.</i></p> <p><i>UNESCO (2020). Φιλοσοφία: ένα σχολείο ελευθερίας, επιμ. και μτφρ. Α. Πέτρου. Θεσσαλονίκη: εκδ. Ζήτρος.</i></p> <p><i>Peter King, J. (2005). 100 Φιλόσοφοι, μτφρ. Α. Κατσικερός. Αθήνα: εκδ. Σαββάλας.</i></p> <p><i>Prieur, N. & Gravillon, I. (2016). Τα παιδιά μας, αυτοί οι μικροί φιλόσοφοι. Πώς να μοιραστούμε μαζί τους τα μεγάλα ερωτήματα που έχουν για τη ζωή. Αθήνα: εκδ. Μεταίχμιο.</i></p> <p><i>Solomon, R. & Higgins, K. (2010). The Big Questions: A Short Introduction to Philosophy. Wadsworth, Cengage Learning.</i></p> <p><i>Τερέζης, Χρ. (2018). Στοιχεία εισαγωγής στη Φιλοσοφία. Αθήνα: εκδ. Έννοια.</i></p>
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	Τζαβάρας, Γ. (2006). <i>Εγχειρίδιο Φιλοσοφίας</i> . Αθήνα: Τυπωθήτω. UNESCO (2020). <i>Φιλοσοφία: ένα σχολείο ελευθερίας</i> , επιμ. και μτφρ. Α. Πέτρου. Θεσσαλονίκη: εκδ. Ζήτηρος.
Assessment	Individual project, final exam, class participation.
Language	Greek

Course Title	Theory and Methodology of Teaching				
Course Code	EDUS 200				
Course Type	Compulsory				
Level	1 st Cycle				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Salvaras Ioannis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	The course focuses on theory and methodology of teaching. It forms a range of theories and teaching strategies and analyzes it to the level: scientific, principals of teaching, teaching design, teaching practice.				
Learning Outcomes	<p>Students are expected:</p> <ul style="list-style-type: none"> • Compare teaching theories by referring to their organizational principals. • Analyzing teaching strategies: (aims, phases, decisions, methodological conditions) • Develop lesson plans 				
Prerequisites	EDUS 100	Required	None		
Course Content	<ul style="list-style-type: none"> • Theory and methodology of teaching. • Theory and methodology of teaching (behaviorism). Develop lessons plans based on strategies of behaviorism • Theory and methodology of teaching (social/cognitive/ behaviorism). Develop lesson plans based on the strategies of the model • Theory and methodology of teaching (cognitivism). Develop lesson plans based on the strategies of the model • Theory and methodology of teaching (constructivism). Develop lesson plans based on the strategies of the model 				
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations				

Bibliography	<p>Σαλβαράς, Γ. (2011). <i>Μοντέλα και Στρατηγικές Διδασκαλίας</i>, Εκδ. Διάδραση, Αθήνα.</p> <p>Σαλβαράς, Γ. (2011). <i>Διδακτικός Σχεδιασμός</i>, Εκδ. Διάδραση, Αθήνα.</p> <p>Joyce, B., Weil, M. & Calhoun, E. (2009). <i>Διδακτική Μεθοδολογία</i>. Εκδ. Έλλην.</p> <p>Μουμουλίδου, Μ. (2015). <i>Πρακτικές Διδασκαλίας και Μάθησης στο νηπιαγωγείο</i>, Εκδ. Gutenberg, Αθήνα.</p> <p>Σακελλαρίου, Μ. (2012). <i>Εισαγωγή στη Διδακτική της Παιδαγωγικής Εργασίας του Νηπιαγωγείου. Θεωρητικές Προσεγγίσεις και Διδακτικές Εφαρμογές</i>, Εκδ. Διάδραση, Αθήνα.</p> <p>Kamii, K., Κουτσουβάνου, Ε., Cuffaro, H., Shapiro, E. (2007). <i>Θεωρία και Μεθοδολογία της Προσχολικής Εκπαίδευσης</i>, Εκδ. Πατάκη, Αθήνα.</p>
Assessment	Class participation, project presentation, final exam.
Language	Greek

Course Title	Introduction to Educational Research				
Course Code	EDUS 204				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 4 th semester				
Teacher's Name	Prof. Papanastasiou Elena				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This is an introductory research methods course which aims to help students</p> <ul style="list-style-type: none"> familiarize themselves and comprehend the educational research terminology differentiate the various types of research methods with their advantages and disadvantages and be able to differentiate the occasions in which each can be used distinguish and differentiate the stages of the research process critically evaluate research studies analyze and evaluate ethical issues in educational research develop skills in literature review writing, and in designing a proposal for a small scale research study, as well as in presenting research. 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> Familiarize themselves with the importance of research in educational settings. To differentiate among the various research method and be able to identify when each method should be used. To comprehend, analyze and critically evaluate research articles. To develop research questions for solving research problems and design a proposal for a small scale research study. Write a literature review and a small scale research proposal. Develop presentation skills for presenting research articles. 				

Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> ● Introduction to educational research (terms, concepts, etc.) ● Purpose of the study, research questions and hypotheses ● Research variables ● Literature review and APA ● Research types (experimental research, qualitative research, historical research, etc.) ● Research methodology ● Data collection methods ● Ethics in research 		
Teaching Methodology	Lectures, Class discussion, Individual and group feedback, Case study analysis, Student presentations		
Bibliography	<p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). APA.</p> <p>*Erickson, K., & Roth, W. (2006). What good is polarizing research into qualitative and quantitative. <i>Educational Research</i>, 35(5), 14-23.</p> <p>Mukherji, P., & Albon, D. (2018). <i>Research methods in early childhood education. An introductory guide</i>. Sage.</p> <p>*Παπαναστασίου, Ε. (2016). Εμπόδια στην ποιότητα της εκπαιδευτικής έρευνας. Προβληματισμοί και εισηγήσεις. [Obstacles to the production of quality research in education]. Στο Ι. Πυργιωτάκης, <i>Ερευνητική Μεθοδολογία στις Κοινωνικές Επιστήμες και στην Εκπαίδευση - Συμβολή στην επιστημολογική θεωρία και την ερευνητική πράξη</i> (σσ.465-472), Πεδίο.</p> <p>*Παπαναστασίου, Ε.Κ., & Παπαναστασίου, Κ.(2021). <i>Μεθοδολογία εκπαιδευτικής έρευνας</i>. Λευκωσία.</p> <p>Πυργιωτάκης, Ι. (2021). <i>Ερευνητική Μεθοδολογία στις Κοινωνικές Επιστήμες και στην Εκπαίδευση - Συμβολή στην επιστημολογική θεωρία και την ερευνητική πράξη</i> (σσ.465-472). Πεδίο.</p> <p>*Required bibliography</p>		
Assessment	Formative assessment and feedback, Individual research, collaborative work, presentations, discussions, examinations.		
Language	Greek		

Course Title	Sociology of Education				
Course Code	EDUS 205				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7th semester				
Teacher's Name	Dr. Hajisoteriou Christina				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Upon the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> ● understand schooling as a social institution influenced by and influencing the social context; ● acknowledge the social factors influencing educational experience and students' attainment; ● critically examine education as a process of interaction and communication; ● recognise the contribution of sociology in the exploration of the educational field; ● develop critical thinking, reflect upon social inequality and apprehend the necessity to promote equal educational opportunity. 				
Learning Outcomes	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Define the basic concepts of the Sociology of Education; ● Compare the main theories of the Sociology of Education: functionalism, marxism, radical interpretation, symbolic interactionism, conflict theories; ● Critically evaluate the role of education in terms of cultural identity, social class and gender. ● Outline the relationships between ethnicity, gender, social class and other factors and school success, but also recognise the factors leading to school failure. ● Develop and implement practices to combat social inequity and to promote inclusion. ● Use sociological research methods in the study of educational topics. 				
Prerequisites	None	Required	None		
Course Content	1. Basic concepts underpinning the field of the Sociology of Education and its importance.				

	<ol style="list-style-type: none"> 2. The dipole 'Socialization – Social marginalisation'. 3. The functions of education. 4. Sociological approaches to the causes of failure at school. 5. Educational inequality. 6. Basic theories of Sociology of Education: Functionalism, Marxism, Radical Interpretation, Symbolic Interactionism, Conflict Theories. 7. Racial prejudices and stereotypes in education. 8. Sociological approaches to intercultural education. 9. Basic concepts related to gender studies in education: biological gender, social gender, gender identity. The gender stereotypes in education. 10. (Anti)Sexism in education. 11. Differentiation in teaching to combat educational inequalities and stereotypes. 12. Inclusive practices to combat educational inequalities and stereotypes.
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p>Required: Θάνος, Θ., Καμαριανός, Ι., Κυρίδης, Α., Φωτόπουλος, Ν., Παυλή-Κορρέ, Μ. & Τουρτούρας, Χ. (2017). <i>Κοινωνιολογία της Εκπαίδευσης: Εισαγωγή σε Βασικές Έννοιες και Θεματικές</i>. Αθήνα: Gutenberg.</p> <p>Suggested:</p> <p>In English:</p> <p>Boronski, T. & Hassan, N. (2020). <i>Sociology of Education. Second Edition</i>. New York: SAGE Publications Ltd.</p> <p>Giddens, A. (2009). <i>Sociology. Sixth Edition</i>. Cambridge: Polity.</p> <p>Gabriel, N. (2017). <i>The Sociology of Early Childhood. Critical Perspectives</i>. New York: SAGE Publications Ltd.</p> <p>Mehta, J. & Davies, S. (2018). <i>Education in a New Society: Renewing the Sociology of Education</i>. Chicago: University of Chicago Press.</p> <p>Thurston, D., Nunn, L. & Penner, A. (2019). <i>Education and Society: An Introduction to Key Issues in the Sociology of Education</i>. California: University of California Press.</p> <p>Yarrow, A. & Fane, J. (2019). <i>The Sociology of Early Childhood Young Children's Lives and Worlds</i>. London: Routledge.</p> <p>In Greek:</p>

	<p>Ballantine, H. J. & Hammack, F. (2015). <i>Κοινωνιολογία της Εκπαίδευσης: Μια Συστηματική Ανάλυση</i>. (Μπφ. Κοσμά Υ. & Κουρμεντάλα-Νταμπαράκη, Γ.). Αθήνα: Εκδόσεις Επίκεντρο.</p> <p>Γεωργούλας, Α. (2017). <i>Μετασχηματισμοί της Εκπαίδευσης. Σύγχρονη Ιδεολογία και Διαδικασίες Συμβολικής Κυριαρχίας</i>. Αθήνα: Εκδόσεις Τόπος.</p> <p>Δασκαλάκης, Δ. Ι. (2017). <i>Κοινωνιολογία της Εκπαίδευσης</i>. Αθήνα: Εκδόσεις Παπαζήσης.</p>
Assessment	Formative assessment, feedback, individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Statistics in Education				
Course Code	EDUS 206				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Papaieronymou Irene/ Prof. Papanastasiou Elena				
ECTS	5	Lectures / week	2,5 hour lecture/ week	Laboratories / week	0,5 hour lab/ week
Course Purpose and Objectives	<p>The objectives of this course are to help students:</p> <ul style="list-style-type: none"> • familiarize themselves and comprehend the terminology used in educational statistics • differentiate between the use of descriptive and inferential statistics • examine various statistical analyses (measures of central tendency, measures of spread, and measures of association) and differentiate between the occasions in which they can be used • analyze data with the use of SPSS and Excel, be able to explain and present research results from various data analyses • interpret and evaluate results from statistical analyses of their own data or from research articles • develop communication and presentation skills within educational settings 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend, analyze, and critically examine the statistical analyses presented in research publications. • Distinguish between occasions where each type of statistical analysis should be used. • Evaluate research articles that include statistical analyses. • Analyze and interpret data outputs with the use of SPSS and Excel and be able to present them in writing and orally. 				

	• Synthesize results of statistical analyses in order to be able to reach conclusions.		
Prerequisites	EDUS 204	Required	None
Course Content	8. Introduction to educational statistics (terms, concepts, etc) 9. Research questions and statistical hypotheses 10. Scales of measurement 11. Data management 12. The normal distribution 13. Descriptive statistics (measures of central tendency and measures of spread) 14. Inferential statistics 15. Correlations 16. Using SPSS and Excel		
Teaching Methodology	Lectures, individual and group work, individual feedback, case study analysis, presentations		
Bibliography	*Παπαναστασίου, Ε.Κ., & Παπαναστασίου, Κ.(2021). <i>Μεθοδολογία εκπαιδευτικής έρευνας</i> . Λευκωσία. Ravid, R. (2020). <i>Practical statistics for educators (6th ed.)</i> . London: Rowman & Littlefield. Salkind, N.J. & Frey, B. B. (2019). <i>Statistics for people who (think they) hate statistics (7th ed.)</i> . Sage. * Required bibliography		
Assessment	Formative assessment, data analysis and interpretation, collaborative work, presentations, discussions, examinations		
Language	Greek		

Course Title	Introduction to Special and Inclusive Education				
Course Code	EDUS 207				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Lefki Kourea / Prof. Angelides Panayiotis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected:</p> <ul style="list-style-type: none"> • To critically examine the context of disability and the ways of interacting with people with disabilities (disability etiquette and rhetoric) • To analyze the legal framework within which the education of children with disabilities takes place and detect problems and obstacles towards the creation of a more inclusive education system • To associate the mainstream school and the professionals employed within it with the formation of policy and practice regarding inclusion. • To discuss the necessary changes in an attempt to transform mainstream educational settings in places of equal educational opportunities. 				
Learning Outcomes	<p>The students are expected:</p> <ul style="list-style-type: none"> • To be able to identify, through everyday practice, examples of implementing the medical and social model of disability. • To analyze both the educational legal framework for the education of children characterized as having special educational needs and the everyday practice in the mainstream school identifying obstacle to inclusion. • To collaborate with other students in a web-based learning environment and fulfil the course requirements. These include the completion of a collaborative assignment through the implementation of the fundamental principles of the medical and social models and inclusive education. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Context of disability • Models of confronting disability (Medical and Social model of disability) • Listening to the voices of people with disabilities 				

	<ul style="list-style-type: none"> • Historical analysis of disability, special education, integration, and inclusive education • The legislation framework for including students with disabilities in general education classrooms • School-family collaboration for supporting students with disabilities
Teaching Methodology	Lectures, forum discussions, collaborative assignments and personal activities.
Bibliography	<p>In Greek:</p> <p>Αγγελίδης, Π. (2019). <i>Παιδαγωγικές της Συμπερίληψης</i>. Διάδραση.</p> <p>Ζώνιου-Σιδέρη, Α. (2020). <i>Η έρευνα στην ειδική αγωγή, στην ενταξιακή εκπαίδευση και στην αναπηρία (Τόμος Θ')</i>. Πεδίο.</p> <p>Slee, R. (2020). <i>Η ενταξιακή εκπαίδευση δεν είναι νεκρή, απλώς μυρίζει περίεργα</i>. Gutenberg.</p> <p>Στασινός, Δ. (2020). <i>Η Ειδική Συμπεριληπτική Εκπαίδευση 2027</i>. Παπαζήση.</p> <p>In English:</p> <p>Goodley, D. (2017). <i>Disability studies: An interdisciplinary introduction (2nd ed.)</i>. Sage.</p> <p>Kauffman, J. (2020). <i>On Educational Inclusion: Meanings, History, Issues and International Perspectives</i>. Routledge.</p> <p>Kauffman, J., Hallahan, D., P., & Cullen-Pullen, P. (2017). <i>Handbook of Special Education</i>. Routledge.</p> <p>Kurth, J.A., & Gross, M. (2015). <i>The Inclusion Toolbox: Strategies and Techniques for All Teachers</i>. Corwin.</p>
Assessment	Continuous assessment and feedback through discussions and completion of assignments, guided notes, weekly assignments, final exam.
Language	Greek

Course Title	Forms of Special Educational Needs				
Course Code	EDUS 208				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Kourea Lefki / Dr Demetriou Kyriakos				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> Identify the cognitive, socio-emotional, behavioral and academic characteristics of students with disabilities Define main disability categories Describe instructional strategies and tools for including students with disabilities in inclusive classrooms 				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> Describe the learning profile (characteristics) of students with disabilities Identify instructional practices to address the needs of students with disabilities Suggest ways of promoting the inclusion of students with disabilities in inclusive settings 				
Prerequisites	EDUS 207	Required	None		
Course Content	<ul style="list-style-type: none"> Definition, characteristics and interventions for disability categories Types of special educational needs <ol style="list-style-type: none"> Learning Disabilities Emotional and Behavioral Disorders Physical Disabilities Intellectual Disabilities Autism Spectrum Disorders Attention Deficit Hyperactivity Disorder Sensory Disabilities Communication Disorders Gifted and Talented Ways to collaborate with families to support student needs 				

Teaching Methodology	Lectures, case scenarios, guided notes, video, weekly assignments
Bibliography	<p>In Greek</p> <p>Smith, D., & Taylor, N.C. (2019). <i>Εισαγωγή στην Ειδική Αγωγή και Εκπαίδευση: Φέρνοντας στην Αλλαγή</i>. Gutenberg.</p> <p>Στασινός, Δ. (2020). <i>Η Ειδική Συμπεριληπτική Εκπαίδευση 2027</i>. Παπαζήση.</p> <p>In English</p> <p>Heward, W.L., Alber-Morgan, S., & Konrad, M. (2021). <i>Exceptional Children: Introduction to Special Education</i>. Pearson.</p> <p>Holland, M.L., Hawks, J., & Gimpel Peacock, G. (2017). <i>Emotional and Behavioral Problems of Young Children (2nd ed.): Effective Interventions in the Preschool and Kindergarten Years</i>. Guildford.</p> <p>Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R., (2020). <i>Developing a schoolwide framework to prevent and manage learn and behavior problems (2nd Edition)</i>. Guilford Press.</p> <p>McLeskey, J., Maheady, L., Billingsley, B., Brownell, M.T., Lewis, T. J. (2022). <i>High leverage practices for inclusive classrooms (2nd ed.)</i>.</p>
Assessment	Formative assessment, feedback, individual research, collaborative work, presentations, participation, final exam
Language	Greek

Course Title	Educational Psychology				
Course Code	EDUS 211				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Stylianou-Georgiou Agni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> • To examine critically the basic concepts, principles and theories that have been developed regarding the learning process • To get engaged in problem solving situations and learn how to make instructional decisions based on concepts, principles and learning theories. • To relate the various concepts and theories of learning with educational work and to apply the theoretical knowledge that they will gain to practical educational implementations 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> • To reflect on how students learn and discuss how to make instructional decisions via forums • To apply basic concepts, principles and theories that have been developed regarding the learning processes in instructional design • To collaborate with other students in a web-based learning environment and analyze case studies from educational settings using concepts, principles and theories of learning 				
Prerequisites	EDUS110	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Teachers, Instruction and Educational Psychology 2. Individual learning differences. Differentiation of instruction 3. Motivation for learning 4. Learning and teaching concepts. Concept mapping. 5. Problem solving 6. Creating an effective learning environment 7. Collaborative Learning 8. Instruction and Creativity 				

Teaching Methodology	Lectures, forum discussions, case study analysis, collaborative work
Bibliography	<p>Beghetto, R. A. (2019). <i>Beautiful risks: Having the courage to teach and learn creatively</i>. Rowman & Littlefeld.</p> <p>Beghetto, R. (2018). <i>What if? Building students' problem-solving skills through complex challenges</i>. Alexandria, VA: ASCD.</p> <p>Eggen, P. & Kauchak, D. (2017). <i>Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία</i>. Αθήνα: Κριτική.</p> <p>Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2020). <i>Η Ψυχολογία της Εκπαίδευσης</i>. Εκδόσεις Πεδίο.</p> <p>Plucker, J. A. (2022). <i>Creativity and Innovation: Theory, Research, and Practice (2nd Ed.)</i>. Waco, TX: Prufrock Press.</p> <p>Santrock, W. J. (2020). <i>Εκπαιδευτική Ψυχολογία</i>. Εκδόσεις Τζιόλα.</p> <p>Slavin, R. (2018). <i>Εκπαιδευτική Ψυχολογία: θεωρία και πράξη</i>. Μεταίχμιο.</p> <p>Woolfolk, A. (2019). <i>Εκπαιδευτική Ψυχολογία</i>. Ιων.</p>
Assessment	Formative assessment (feedback), e-portfolio, written exam (midterm, final).
Language	Greek

Course Title	Modern Greek Literature I				
Course Code	EDUS 220				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture per week	Laboratories / week	0
Course Purpose and Objectives	<p>This course introduces students to significant texts of Modern Greek Literature through close reading. It provides students with an overview of the main theoretical terms and literary movements, since readers should examine these texts according to the literary conventions and within the historical and cultural background they were written. By the end of this course students should be able to:</p> <ul style="list-style-type: none"> comprehend and use the basic terminology of literary theory be aware of the concise history of Modern Greek Literature and the several arguments on the beginnings of this literature (beginning of 12th century or mid of 16th century) analyze critically and compare significant literary works <p>express their opinion on these works both in oral and in an essay form</p>				
Learning Outcomes	<p>Upon the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> examine the Modern Greek literary works within the cultural, historical and theoretical context they were produced critically analyze the form and content of these works 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> what is literature, meaning, interpretation, poetics, poetry, narration, prose, conventions of genres, thematics Defining the field. Discussing the question of when Modern Greek Literature begins; 12th or 16th century. Are dividing lines entirely clearcut? Reading of <i>Digenis Akritis</i> Cypriot Renaissance: 16th century <i>Cypriot Canzoniere</i>. Petrarchism Cretan Renaissance Literature: <i>Erofilli</i>, <i>Erotokritos</i> 19th century: School of the Ionian Islands. Romanticism. Dionysios Solomos Between Neoclassicism and Romanticism: Andreas Kalvos 				

	<ul style="list-style-type: none"> • The generation of 1880: Palamas • Folklore and realism in prose (1880-1904): Viziynos & Papadiamantis • Cavafy • “The generation of the thirties”: Poetry: Seferis
Teaching Methodology	Lectures, individual and group work, power –point presentation, project, discussion
Bibliography	<p>Required Bibliography</p> <p>Πολίτης, Λ. (2012). <i>Ιστορία Νεοελληνικής Λογοτεχνίας</i>. Αθήνα: ΜΙΕΤ.</p> <p>Additional Bibliography</p> <p>Αγγελάτος, Δ. (2011). <i>Η Άλφα Βήτα του Νεοελληνιστή: Οδηγός για το εισαγωγικό μάθημα στην επιστήμη της νεοελληνικής φιλολογίας</i>. Αθήνα: Gutenberg.</p> <p>Angenot, M., Bessiere, J., Fokkema, D. & Kushner, E. (2010). <i>Θεωρία της Λογοτεχνίας: Προβλήματα και Προοπτικές</i>, μτφ. Τίτικα Δημητρούλια. Αθήνα: Gutenberg.</p> <p>Αποστολίδου, Ε. (2006). <i>Λογοτεχνία και Εκπαίδευση</i>. Χοντολίδου (επιμ.) Θεσ/νικη: Τυπωθήτω.</p> <p>Beaton, R (1996). <i>Εισαγωγή στη Νεότερη Ελληνική Λογοτεχνία</i>. Αθήνα: Νεφέλη.</p> <p>Βελουδής, Γ. (1997). <i>Γραμματολογία: Θεωρία Λογοτεχνίας</i>. Αθήνα: Δωδώνη.</p> <p>Δημαράς, Κ. (2000). <i>Ιστορία της Νεοελληνικής Λογοτεχνίας: Από τις ρίζες ως την εποχή μας</i>. Αθήνα: Ίκαρος.</p> <p>Duff, David (2022), <i>Ο Ρομαντισμός & οι Χρήσεις του Είδους</i>, επιμ. Αγγελάτος, Δ. Εκδόσεις: Gutenberg</p> <p>Eagleton, T. (1989). <i>Εισαγωγή στη θεωρία της Λογοτεχνίας</i>, μτφ. Μιχάλης Μαυρωνάς. (Αθήνα: Οδυσσέας, 1989)</p> <p>Holton, D. (1997). <i>Λογοτεχνία και Κοινωνία στην Κρήτη της Αναγέννησης</i>, μτφρ. Ναταλία Δεληγιαννάκη. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.</p> <p>Κατσιγιάννη, Άννα Μαρίνα (2022), <i>Η Σχεδία του Λόγου. Μελέτες για την κινητικότητα των λογοτεχνικών έργων</i>. Εκδόσεις: Gutenberg</p> <p>Πολίτης, Δ. & Παπαδάτος Γ. Σ. (2021). <i>Ανίχνευση του πρώτου ελληνικού εικονοβιβλίου χωρίς λόγια: Η φάλαινα, το αγόρι και η θάλασσα ανάμεσα τους της Πέρσας Ζαχαριά, στο Κ' η φαντασία στο λογισμό. Τιμητικός τόμος για την Καθηγήτρια Άντα Κατσίκη-Γκίβαλου</i>, Αθήνα: Καλειδοσκόπιο.</p> <p>Πολίτου-Μαρμαρινού, Ε. (2018). <i>Ο πύργος και το γιοφύρι. Μελετήματα για τον Κωστή Παλαμά</i>. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.</p>

	<p>Vitti, V. (2003). <i>Ιστορία της Νεοελληνικής Λογοτεχνίας</i>. Αθήνα: Οδυσσέας.</p> <p>http://www.greek-language.gr/greekLang/literature/studies/index.html</p> <p>[02. Μελέτες για τη νεοελληνική λογοτεχνία: 4. Κρητική λογοτεχνία]. [Πρόκειται για σχολιασμένη παρουσίαση/περιγραφή της βασικής βιβλιογραφίας για την Κρητική Λογοτεχνία: μονογραφίες, σύμμικτοι τόμοι, πρακτικά συνεδρίων, κλπ.]</p> <p>Dictionaries</p> <p><i>Λεξικό Νεοελληνικής Λογοτεχνίας: Πρόσωπα, Έργα, Ρεύματα, Όροι</i> (Αθήνα: Πατάκης, 2008).</p> <p>Μπαμπινιώτη, Γ. (1998). <i>Λεξικό της Νέας Ελληνικής Γλώσσας: Ερμηνευτικό, Ορθογραφικό, Ετυμολογικό, Συνωνύμων-Αντιθέτων, Κυρίων Ονομάτων, Επιστημονικών Όρων, Ακρωνυμίων</i>. Αθήνα: Κέντρο Λεξικολογίας.</p> <p>Ίδρυμα Τριανταφυλλίδη. (1998). <i>Λεξικό της Κοινής Νεοελληνικής</i>. Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Ινστιτούτο Νεοελληνικών Σπουδών. Βλ. επίσης τον σύνδεσμο: http://www.greek-language.gr/greekLang/modern_greek/tools/lexica/triantafyllides/search.html?dl=O24</p> <p>Ιορδανίδου, Α. (2005). <i>Θησαυρός Συνωνύμων και Αντιθέτων της Νέας Ελληνικής</i>. Αθήνα: Πατάκης.</p> <p>Abrams, M. (2012). <i>Λεξικό Λογοτεχνικών Όρων: Θεωρία, Ιστορία, Κριτική Λογοτεχνίας</i>, μτφ. Γιάννα Δεληβοριά, Σοφία Χατζηιωαννίδου. Αθήνα: Πατάκης.</p> <p>For New School Curriculum:</p> <p>http://www.nap.pi.ac.cy/</p>
Assessment	Final exam, student project-presentation, formative assessment formative assessment
Language	Greek

Course Title	Modern Greek Language II				
Course Code	EDUS 221				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Rodosthenous-Balafa Marina				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course provides students with an overview of the fundamentals of language and linguistics, with a focus on the nature of language, an introduction to sound systems, word formation and structure, sentence structure and meaning. By the end of this course, students should:</p> <ul style="list-style-type: none"> ● be familiar with the basic linguistic terminology and able to use it ● comprehend the objectives and purpose of the several linguistic disciplines ● describe schematically the history of Greek Language 				
Learning Outcomes	<p>Upon the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> ● appraise the value, uniqueness and evolution of language ● understand the purpose of linguistic study, including phonetics, phonology, morphology, syntax and semantics ● read the International Phonetic Alphabet (IPA) ● give examples, based on the word structure and formation ● understand the function of sentence structure and its semantics ● describe the evolution of Greek Language 				
Prerequisites	EDUS-121	Required	None		
Course Content	<ul style="list-style-type: none"> ● Overview of linguistics and linguistic disciplines ● Phonetics (introduction to the International Phonetic Alphabet IPA), ● Phonology (phoneme, allophone) ● Morphology (morpheme, word formation) ● Syntax ● Semantis (Semiotics) ● Pragmatics ● Lexicology ● Word borrowing ● History of Greek Language 				

Teaching Methodology	Lectures, student presentations individual and group work, individual feedback, Class Discussion
Bibliography	<p>Γαβριηλίδου, Ζ., Μητσιάκη, Μ., Φλιάτουρας, Α. (2021). <i>100 Βασικές Έννοιες για τη Γλωσσολογία</i>. Εκδόσεις: Gutenberg.</p> <p>Γούτσος, Δ., Μπέλλα, Σ. (2022) <i>Κοινωνιογλωσσολογία</i>. Εκδόσεις Gutenberg.</p> <p>Fromkin, A.V. (2000). <i>Linguistics: An introduction to Linguistic Theory</i>. Blackwell Publisher.</p> <p>Horrocks, G. (2010). <i>Greek: A History of the Language and its Speakers</i>, Wiley-Blackwell.</p> <p>Κοπιδάκης, Ζ.Μ. (επιμ.) (2000). <i>Ιστορία της ελληνικής γλώσσας</i>. Αθήνα: Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο.</p> <p>Lyons, J. (2012). <i>Εισαγωγή στη Γλωσσολογία</i>, Μπφρ. Μαρία Αραποπούλου. Αθήνα: Πατάκης. For English see, Lyons, J. (1995). <i>Introduction to theoretical Linguistics</i>, Cambridge: Cambridge University Press.</p> <p>Mackridge, P. (2011). <i>Η Νεοελληνική Γλώσσα. Περιγραφική ανάλυση της Νεοελληνικής Κοινής</i>. Μπφρ. Κώστας Ν. Πετρόπουλος. Αθήνα: Πατάκης.</p> <p>Μπαμπινιώτης, Γ. (1998). <i>Θεωρητική γλωσσολογία. Εισαγωγή στη σύγχρονη γλωσσολογία</i>. Αθήνα.</p> <p>Μπαμπινιώτης, Γ. (2010). <i>Διαλογισμοί για τη γλώσσα και τη γλώσσα μας. Απλά μαθήματα γλώσσας και γλωσσολογίας</i>. Αθήνα: Καστανιώτης.</p> <p>Νέσπορ, Μ. (2011). <i>Φωνολογία</i>. Μπφρ. Α. Ράλλη. Αθήνα: Πατάκης.</p> <p>Παναγιωτίδης, Φ. (2013). <i>Μίλα μου για γλώσσα. Μικρή εισαγωγή στη γλωσσολογία</i>. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.</p> <p>Ράλλη, Α. (2005). <i>Μορφολογία</i>. Αθήνα: Πατάκης.</p> <p>Τσιτσανούδη-Μαλλίδη, Ν. (επιμ.), (2020) <i>Το Λάθος και η Δυναμική του στη Γλώσσα και στην Επικοινωνία</i>. Εκδόσεις: Gutenberg</p> <p>Χάρης, Η.Γ. (επιμ.) (2009). <i>Δέκα Μύθοι για την Ελληνική Γλώσσα</i>. Αθήνα: Πατάκης.</p> <p>Website for the Greek language: http://www.komvos.edu.gr/</p>
Assessment	Mid-term and final exams, student presentations, Formative assessment, individual research, collaborative work, discussions
Language	Greek

Course Title	Voice and Diction				
Course Code	EDUS 225				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Petrou Alexios				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> a. introduce students to the basic principles and rules of teaching and of good use of oral speech, as the primary means of communication among humans and especially educators. b. to discuss in length the great chapter of communication by way of the oral medium, especially in light of the new status quo of our era, where the planet has been turned into a global village and where the importance of communication has shifted, transformed and/or changed. c. Analyse the two formatives pertaining to the notion of man (Logos = Ratio + Speech—Logos = Language). 				
Learning Outcomes	<p>After completion of the course, students are expected to be able to develop in speech, narration and text reading:</p> <ul style="list-style-type: none"> a. voice and articulation clarity b. correct pauses and proper stresses c. communication liveliness and instancy and, d. proper rhythm, color, representativeness and naturalness 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. The respiratory system: Septum breathing. Inhalation-exhalation. 2. Voice Tuning. Examination, exercise and consolidation of <i>septum breathing</i>. 3. Voice Formation. The key of phonemes: /o/-/u/-/e/-/i/-/a/. 4. Voice production. The phoneme /a/, as a formative element in the word “m-a-n” and the key morphemes of the notion of the word “man” in Greek. 				

	<ol style="list-style-type: none"> 5. Voice as an oral communication medium. Voice and speech. 6. Accentuation rules: stressing- pause- punctuation- negation- rhythm-coloring. 7. Communication variation from ancient times to the present era: the focus being “oral speech”. 8. Oral communication examples. Exercises. 9. Articulation. Application exercises as regards the control of articulation. 10. Jaw-breakers - Texts to exercise and memorize. 11. Oral examination on a specific text. 12. Poetic texts as speech monuments – initial contact – a first attempt at proper articulation together with control for proper <i>septum inhalation-exhalation</i>: (a look at the works of Solomos, Sikelianos, Palamas, Kavafis, Seferis, Ritsos, Elitis, ancient literature, Cyprus chronicles e.t.c.). 																				
Teaching Methodology	Lectures, experiential seminars, individual and group work, role playing and individual feedback, case study analysis, student presentations.																				
Bibliography	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">AUTHORS</th> <th style="text-align: center;">TITLE</th> <th style="text-align: center;">PUBLISHER</th> <th style="text-align: center;">YEAR</th> <th style="text-align: center;">ISBN</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Αναγνωστόπουλος, Β.</td> <td style="vertical-align: top;"><i>Γλωσσικό υλικό για το νηπιαγωγείο: Από τη θεωρία στην πράξη.</i></td> <td style="vertical-align: top;">Αθήνα: εκδ. Καστανιώτη</td> <td style="vertical-align: top;">2009</td> <td style="vertical-align: top;">9789600311884</td> </tr> <tr> <td style="vertical-align: top;">Βαβιάς, Α.</td> <td style="vertical-align: top;"><i>Αγωγή του προφορικού λόγου, Ι: Προφορά της νεοελληνικής γλώσσας.</i></td> <td style="vertical-align: top;">Αθήνα–Γιάννενα: Εκδόσεις "Δωδώνη".</td> <td style="vertical-align: top;">1997</td> <td style="vertical-align: top;">9602488603</td> </tr> <tr> <td style="vertical-align: top;">Μουδατσάκης, Ε. Τ.</td> <td style="vertical-align: top;"><i>Η Ορθοφωνία στο Θέατρο και</i></td> <td style="vertical-align: top;">Αθήνα: Εκδόσεις Εξάντας.</td> <td style="vertical-align: top;">2000</td> <td style="vertical-align: top;">9602564113 16.50</td> </tr> </tbody> </table>	AUTHORS	TITLE	PUBLISHER	YEAR	ISBN	Αναγνωστόπουλος, Β.	<i>Γλωσσικό υλικό για το νηπιαγωγείο: Από τη θεωρία στην πράξη.</i>	Αθήνα: εκδ. Καστανιώτη	2009	9789600311884	Βαβιάς, Α.	<i>Αγωγή του προφορικού λόγου, Ι: Προφορά της νεοελληνικής γλώσσας.</i>	Αθήνα–Γιάννενα: Εκδόσεις "Δωδώνη".	1997	9602488603	Μουδατσάκης, Ε. Τ.	<i>Η Ορθοφωνία στο Θέατρο και</i>	Αθήνα: Εκδόσεις Εξάντας.	2000	9602564113 16.50
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Βαβιάς, Α.	<i>Αγωγή του προφορικού λόγου, Ι: Προφορά της νεοελληνικής γλώσσας.</i>	Αθήνα–Γιάννενα: Εκδόσεις "Δωδώνη".	1997	9602488603																	
Μουδατσάκης, Ε. Τ.	<i>Η Ορθοφωνία στο Θέατρο και</i>	Αθήνα: Εκδόσεις Εξάντας.	2000	9602564113 16.50																	



		<i>στην Εκπαίδευση.</i>			
	Νέστλε, Β.	<i>Από το μύθο στο λόγο.</i>	Αθήνα: Εκδόσεις Γνώση.	1999	960235635 9 33.75
	Παπακωνσταντίνου, Ν.	<i>Αγωγή του Λόγου: Ορθοφωνία</i>	Αθήνα: Εκδόσεις Δωδώνη	1985	2014
	Ουσάκοβα, Ξ.	<i>Τα πάντα για τη φωνολογική ενημερότητα</i>	Αθήνα: Ιδιωτική έκδοση	2019	9786180012
	Γαβριηλίδου, Ζ.	Φωνητική συνειδητοποίη ση και διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας.	Τυπωθήτω: Αθήνα	2003	978960402 0850
	Odden, D.	<i>Introducing phonology.</i>	Cambridge: University Press	2005	
	Davis, John F.	Phonetics and phonology	Stuttgart: Klett Verlag	2004	
	Κούρτη, Ε.	«Γλωσσικά παιχνίδια και επικοινωνία στην		1998	



	<p>προσχολική ηλικία», Γλώσσα, 46, σσ.26-38.</p> <p>Ladefoged, P. Εισαγωγή στη Πατάκης. 2007 φωνητική, μτφρ. Μ. Μπαλατατζάνη.</p>
Assessment	Formative assessment, Individual feedback, Individual project–work, Collaborative project-presentation, participation, Final exam.
Language	Greek

Course Title	Comparative Religion and Interreligious Education				
Course Code	EDUS 247				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Pavlos E. Michaelides				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student:</p> <ul style="list-style-type: none"> • To become acquainted with the discipline and methodology of <i>Comparative Religion</i> through the dialogical relation that holds between "The Sacred and the Other" • To research various typologies of the sacred, such as: ontology and eschatology in Judaism, in Hellenism, Judaism, Christianity, Islam, as well as the ontological approach to religion in India and the Far East • To study the discipline of <i>Comparative Religion</i> from the perspective of religious education through a historical, philosophical, psychological, sociological, phenomenological, and intercultural approach to learning • To understand the relationship of the child with interreligious and intercultural education, as well as understand intercultural ways of transmitting religious emotions • To become acquainted with ancient religions of the Middle East, such as Zoroastrianism, Mandaëism, Manichaeism • To gain an understanding of the spiritual phenomena of Mysticism, Theosophy, Anthroposophy, Asceticism, Death and Immortality, also the phenomena of A-religion, Anti-religion, Alternative Religion, as well as issues relating to religion and sexuality • To learn how to research the mysteries and insights of religion from within a perspective that views all religions as global manifestations of the spiritual legacy of humanity • To deepen understanding concerning the place of <i>Comparative Religion</i> in today's modern and postmodern world. 				
Learning Outcomes	<p>The student:</p> <ul style="list-style-type: none"> • To search deeper into the meaning, etymology, understanding, genealogy, and ontology of the sacred as it manifests itself in a multiplicity of religious traditions and forms of knowledge 				

	<ul style="list-style-type: none"> ● To become acquainted with intercultural approaches and educational methodologies in the teaching of a Religious course ● To investigate the comparative dimension in the study of theology, ontology and religion in Judaism, Christianity, and Islam ● To research and determine the best ways to teach and transmit interreligious learning from an intercultural understanding of the religions of the West, as well as the religions of India and the Far East ● To study the mysteries of religions and the learning of prayer, as well as the lives of saints from within a comparative religious perspective ● To become increasingly aware of the influence of religious and interreligious emotion in the intercultural development of the child ● To study essential factors in the development of the child that pertain to the transmission of an aligned understanding of all religions as part of the spiritual legacy of humanity ● To interpret <i>Comparative Religion</i> and Intercultural Education from within the perspective of the modern and/or postmodern worldview. 		
Prerequisites	None	Required	None
	<ol style="list-style-type: none"> 1. Introduction / Religious Studies: An Educational Approach / The Sacred and the Other / Phenomenology of the Sacred / Intercultural Influence of Religious Emotion in the Development of the Child 2. Critical Religiosity / Typology of the Sacred / Theology and Ontology in Western Religious Inquiry: Judaism, Hellenism, Gnosticism, Christianity 3. Systematic Approach: Judaism /Time and History / God and Personhood / Genesis and Creation / Talmud 4. Systematic Approach: Christianity / The Christian Unique Religiosity / Theological identity and Historical Trajectory / The Church / Mystierology / Gnoseology / Soteriology 5. Systematic Approach: Islam / The Religion and Philosophy of Islam / Islam and Fundamentalism 6. Systematic Approach: Middle East / Zoroastrianism / Mazdakism / Mandaesm / Manicheism 7. Systematic Approach: India / Hinduism / Jainism / Buddhism / Parsi / Sikhism 8. Systematic Approach: China and Japan / Confucianism / Taoism / Shinto / Buddhism 9. Critical Revision: Sex, Sexuality & Religion 10. Critical Revision: The Philosophy of Areligion / Anti-religion / Above Religion / Ecumenism and the Church / 11. Intercultural Inquiries in Religious Studies – An Educational Approach 12. Critical Revision: The Phenomenology of Spirit / Mysticism / Theosophy / Anthroposophy / Asceticism / Sacred Reverence / Death and Immortality 		
Teaching Methodology	Lectures, Informative Evaluation - discussion - feedback, Written Project/Paper, Final Examination.		

Bibliography	Author	Title	Publisher	Year	ISBN
	Κομνηνού Ιωάννα , Komninou Ioanna	<i>Η χριστιανική αγωγή τον 21ο αιώνα. Θεωρία και πράξη, Τόμος Α΄</i> (in Greek). <i>Christian Education in the 21st century. Theory and Praxis, (Vol. I)</i>	Ελληνοεκδοτική	2018	9789605632038
	Ζερβής Νικόλαος, Zervis Nikolaos	<i>Ελληνική Κλασική και Χριστιανική Παιδεία</i> (in Greek)-- <u>English</u> <u>Translation:</u> <i>Hellenic Classical Christian Education</i>	Ιδιωτικό, Private	2015	9789602997789
	Μπαλιάτσας Δημήτριος, Mpaliatsas Demetrios	<i>Διαπολιτισμική και Διαθεματική Διδακτική στο Μάθημα των Θρησκευτικών</i> (in Greek)-- <u>English</u> <u>Translation:</u> <i>Intercultural and Interdisciplinary Teaching in Christian Education</i>	Έννοια	2010	9789606835254
	Μάριος Π. Μπέγζος, Marios Mpegzos	<i>Συγκριτική Θρησκευσιολογία</i> , (in Greek)-- <u>English</u> <u>Translation:</u> <i>Comparative Religion</i>	Γρηγόρη	2011	9789603337027
	Eric Sharpe, μτφρ. Translation by Στέλιος Παπαλεξανδρόπουλος	<i>Συγκριτική Θρησκευσιολογία – Ιστορική Εισαγωγή</i> (in Greek)-- <u>English</u> <u>Translation:</u> <i>Comparative Religion – Historical Introduction</i>	Άρτος Ζωής	2008	9789608053250
Assessment	Participation, written project/paper, final examination				
Language	Greek				

Course Title	History of Art				
Course Code	EDUS 250				
Course Type	Elective				
Level	undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Eliza Pitri				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Study the development of the art principles and practices of the western world from the ancient times until today. • Study the history of art from the lens of future educators. 				
Learning Outcomes	<p>For the students to:</p> <ul style="list-style-type: none"> • Outline artistic movements from ancient times until today, through studying the visual characteristics of the most representative art works and related literature. • Assess various artistic currents in order to recognize and accept the changes in art over time. • Apply the acquired art knowledge to design appropriate activities for kindergarten or elementary school. 				
Prerequisites	EDUP 151	Required	None		
Course Content	<ul style="list-style-type: none"> • Aesthetic and structural description of art works. • Art of the Ancient World (Prehistoric, Mesopotamian, Egyptian). • Ancient Greek and Roman Art. • Byzantine Art. • Impressionism, Post-Impressionism. • Fauvism, Minimalism. • Cubism, Futurism. • Surrealism. • Expressionism, Abstract Expressionism, Neo-Expressionism. • Pop and Neo-Pop Art. • Environmental Art, Earthworks 				



Teaching Methodology	Lectures, Project work, individual and group work, studio work, role play, student presentations.
Bibliography	<p>Marshall, J., Stewart, C. & Thulson, A. (2021). <i>Teaching Contemporary Art With Young People: Themes in Art for K–12 Classrooms</i>. New York, NY: Teachers College Press. ISBN-13: 978-0807765746 ISBN-10: 0807765740</p> <p>Δαββέτας, Δ. (2021). <i>Μικρή ιστορία της μοντέρνας τέχνης</i>. Αθήνα: Διόπτρα. ISBN: 978-960-653-257-3</p> <p>Νάκου, Χ. (2016). <i>Ιστορίες της τέχνης για παιδιά. Με διάφορους τρόπους</i>. Αθήνα: Άγρα. ISBN: 978-960-505-271-3</p> <p>Davies, P., Denny, W.B., Hofrichter, F. F. et. al. (2015). <i>Janson's History of Art: The Western Tradition</i>. Cambridge: Pearson. ISBN 13: 978-0133878295</p>
Assessment	Studio work presentations and feedback, midterm assignment, final exam
Language	Greek

Course Title	Art and creativity				
Course Code	EDUS 252				
Course Type	Elective				
Level	undergraduate				
Year/Semester	2 nd year, 5 th semester				
Teacher's Name	Dr Eliza Pitri				
ECTS	5	Lectures / week	1.5 hour/ week	Laboratories / week	1.5 hour/ week
Course Purpose and Objectives	<p>For the student to:</p> <ul style="list-style-type: none"> • Associate the theory of cognitive development in sociocultural contexts in general with specific guided processes for individuals in education. • Identify the different qualities of thought that develop during an individual's artistic activities and explain the possibilities of developing them in educational contexts. • Associate cognitive functions related to creative thinking with the role of the teacher in each within the arts. • Summarize specific pedagogical approaches and distinguish practices for applying the theories of cognitive and socio-emotional development through art. 				
Learning Outcomes	<p>For the student to:</p> <ul style="list-style-type: none"> • Recognize how the cultivation of certain cognitive and social skills of the individual through the visual arts can be the basis of an effort to develop creative expression in contemporary education. 				
Prerequisites	EDUE 150	Required	none		
Course Content	<ol style="list-style-type: none"> 1. Cognitive development and art (cognitive development stages - Piaget, socioconstructivist development - Vygotsky, multiple intelligence theory - Gardner) 2. Cognitive functions (attention, perception, critical thinking). 3. Concept and characteristics of creativity. 4. Creativity and education. 5. Creativity and learning. 				
Teaching Methodology	Lectures, individual and group work, studio work, student presentations.				

Bibliography	<p>Dower, R. C. (2019). <i>Creativity and the Arts in Early Childhood: Supporting Young Children's Development and Wellbeing</i>. Jessica Kingsley Publ. ISBN-10: 1785926136 ISBN-13: 978-1785926136</p> <p>Sakr, M., Federici, R. & Hall, N. (2018). <i>Creativity and Making in Early Childhood: Challenging Practitioner Perspectives</i>. New York, NY: Bloomsbury Academic. ISBN-10: 1350003093 ISBN-13: 978-1350003095</p> <p>Isbell, R. & Yoshizawa, S. A. (2016). <i>Nurturing Creativity: An Essential Mindset for Young Children's Learning</i>. Washington, DC: The National Association for the Education of Young Children. ISBN-13: 978-1938113215 ISBN-10: 1938113217</p> <p>Mohammed, R. (2018). <i>Creative Learning in the Early Years: Nurturing the Characteristics of Creativity</i>. Routledge. ISBN-10: 1138635405 ISBN-13: 978-1138635401</p>
Assessment	Course activities, final exam.
Language	Greek

Course Title	Educational Technology and Robotics				
Course Code	EDUS 265				
Type of Course	Required				
Level	Undergraduate				
Year / Semester of study	2 nd year, 4 th semester				
Name of Instructor	Dr Efi Nisiforou				
ECTS	3	Lectures / week	2 hours /week	Workshops / week	1 hour per week
Course Objectives	<p>The basic objectives of the course are:</p> <p>The student:</p> <ul style="list-style-type: none"> ● To be informed on the contemporary theories and trends in the field of educational technology. ● To get to know the various technological media that have been made available in education. ● To develop the necessary skills for their appropriate use through practical activities. ● To acquire basic knowledge and simple programming skills in the context of utilising robotics in education. ● To design, develop and assess interactive digital material with the use of multimedia applications. ● To practice various emerging technologies in their teaching practices (AI, VR, AR, MR, Robotics). 				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Acknowledge and understand the contemporary trends in the field of educational technology. ● Explain the contribution of technology in the 21st century school. ● Acknowledge and assess the role and importance of educational technology in teaching, learning and assessing. ● Develop and assess digital educational material utilising new technologies. ● Design and assess the basic principles and concepts of emerging technologies such as virtual reality and augmented reality. ● Plan lessons that utilise technologies and are based in contemporary models of integrating technology, considering, at the same time, the theories of learning. ● Familiarise themselves in managing software and new technologies e.g. to program a robot. 				

	<ul style="list-style-type: none"> ● Implement the basic principles and concepts of Educational Robotics in their educational planning. ● Design teaching material with the use of emerging technologies and digital tools. ● Explain the ways in which educational technology affects digital citizenship of tomorrow's citizens by educating digitally literate citizens 		
Prerequisites	EDUS 170	Corequisites	EDUS 170
Course Content	<ul style="list-style-type: none"> ● The 21st century school – Basic concepts of educational technology – Theories of learning and educational technology ● Contemporary pedagogical models and educational technology – Learning design and integration of technology in the classroom: Design of activities, objectives, skills, selection of tools and assessment ● Educational software, internet tools (web2.0) and other tools of Information, Communication and Technology (ICT) – their use in education – Cypriot Curricula and educational technology ● Introduction to Multimedia, development and production of interactive and audio-visual material ● Introduction to Emerging Technologies (Virtual, Augmented and Mixed Reality, Educational Robotics, Artificial Intelligence) – concepts and examples of integration in education - VR Google Cardboard ● Introduction to Educational Robotics – concepts and examples of integration in education - Lego WeDo 2.0, Robot mouse ● Introduction to Programming Code – Inquiry learning – Basic commands ● The programming environment of Scratch, Code.org ● Mobile devices and digital games in education ● Online and blended learning – Social networks and education – Learning management platforms e.g. Edmodo, ClassDojo ● The role of educational technology in assessment ● Educational technology – prospects and traps 		
Teaching Methodology	Lectures, presentations, discussions of basic concepts, individualised and group guidance, student presentations, practical workshops and experiential interaction with the tools in focus, intermediate examination.		
References	<p>Required reading</p> <p>Νησιφόρου, Ε. (2022). <i>Σημειώσεις Μαθήματος</i>. Λευκωσία: Πανεπιστήμιο Λευκωσίας.</p> <p>Supplementary readings in Greek</p>		

- Παρθένη, Ε. (2017). Εξ αποστάσεως επιμόρφωση στην Εκπαιδευτική Ρομποτική και στο προγραμματιζόμενο παιχνίδι Bee-bot: μελέτη περίπτωσης.
- Πετροπούλου, Ο., Κασιμάτη, Κ., & Ρετάλης, Σ. (2015). *Σύγχρονες μορφές εκπαιδευτικής αξιολόγησης με αξιοποίηση εκπαιδευτικών τεχνολογιών*. [ηλεκτρ. βιβλ.]. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/232>
- Ράμμος, Δ., & Μπράτισης, Θ. (2017). Από την ψηφιακή αφήγηση στην Επαυξημένη Πραγματικότητα. *Υλικό από μαθητές για μαθητές. Πρακτικά 5ου Πανελληνίου Επιστημονικού Συνεδρίου «Ένταξη και Χρήση των ΤΠΕ στην Εκπαιδευτική Διαδικασία*, 21-23.
- Σολομωνίδου, Χ. (1999) Εκπαιδευτική Τεχνολογία: μέσα, υλικά, διδακτική χρήση και αξιοποίηση. Αθήνα: Καστανιώτης.
- ΣΟΥΡΕΛΗ, Α., & Παγγέ, Τ. (2022). «Η Εφαρμογή της Εξ Αποστάσεως Εκπαίδευσης στην προσχολική ηλικία και οι κοινωνικοί παράγοντες που την επηρεάζουν». *Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση*, 11(7Α), 85-92.
- Τζιμογιάννης, Α. (2017). *Ηλεκτρονική μάθηση: θεωρητικές προσεγγίσεις και εκπαιδευτικοί σχεδιασμοί*. Αθήνα: Κριτική.
- ΥΠΠΑΝ (2022, Απρίλιος 9). Ιστοσελίδα Προδημοτικής Εκπαίδευσης. <https://prod.schools.ac.cy/index.php/el/>
- ΥΠΠΑΝ (2022, Απρίλιος 9). Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης. <https://prod.schools.ac.cy/index.php/el/prodimotiki-ekpaidefsi/analytiko-programma>

Supplementary readings in English

- Baltsavias, A., & Kyridis, A. (2020). Preschool Teachers' Perspectives on the Importance of STEM Education in Greek Preschool Education. *Journal of Education and Practice*, 11(IKEEART-2020-2696), 1-10.
- Bicen, H., & Kocakoyun, S. (2018). Perceptions of students for gamification approach: Kahoot as a case study. *International Journal of Emerging Technologies in Learning*, 13(2).
- Dorouka, P., Papadakis, S., & Kalogiannakis, M. (2020). Tablets and apps for promoting robotics, mathematics, STEM education and literacy in early childhood education. *International Journal of Mobile Learning and Organisation*, 14(2), 255-274.
- Eteokleous, N., & Nisiforou, E. (2022). *Designing, Constructing, and Programming Robots for Learning*. IGI Global. DOI: 10.4018/978-1-7998-7443-0
- Lane, D. (2021). *Machine learning for kids: A project-based introduction to artificial intelligence*. No Starch Press.

	<p>Merényi, A., Szabó V., & Takács, A. (2010). <i>101 ιδέες για πρωτοπόρους εκπαιδευτικούς</i>. [ηλεκτρ. βιβλ.]. Σκαρβέλη, Γ. (Μετάφ). Αθήνα: Microsoft. Διαθέσιμο στο: https://www.openbook.gr/101-idees-gia-prwtoporous-ekpaideytikous/</p> <p>Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2009). <i>Εκπαιδευτική τεχνολογία για διδασκαλία και μάθηση</i>. Ντρενογιάννη (Επιμ.), Φ. Κοκαβέσης (Μετάφ). Αθήνα: Επίκεντρο</p> <p>Ozdamli, F., & Karagozlu, D. (2018). Preschool teachers' opinions on the use of augmented reality application in preschool science education. <i>Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje</i>, 20(1), 43-74.</p> <p>Papadakis, S., & Kalogiannakis, M. (2022). Exploring preservice teachers' attitudes about the usage of educational robotics in preschool education. In <i>Research Anthology on Computational Thinking, Programming, and Robotics in the Classroom</i> (pp. 807-823). IGI Global.</p> <p>Papadakis, S. (2020). Robots and Robotics Kits for Early Childhood and First School Age. <i>International Journal of Interactive Mobile Technologies (IJIM)</i>, 14(18), pp. 34–56. https://doi.org/10.3991/ijim.v14i18.16631</p> <p>Roblyer, M. D., Doering, A. H. (2014). <i>Integrating educational technology into teaching</i> [Εκπαιδευτική Τεχνολογία και διδασκαλία] (6^η έκδοση). Αθήνα: Ιωv.</p> <p>Vartiainen, H., Tedre, M., & Valtonen, T. (2020). Learning machine learning with very young children: Who is teaching whom?. <i>International journal of child-computer interaction</i>, 25, 100182.</p> <p>Vrasidas, C., Zembylas, M., & Petrou, A. (2005). <i>Σύγχρονα παιδαγωγικά μοντέλα και ο ρόλος της εκπαιδευτικής τεχνολογίας</i> [Modern pedagogical models and the role of educational technology]. Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης [Advanced Internet technologies in the service of learning], 35-58.</p>
Assessment	Formative, active participation and attendance in class, group and individual assignment, presentation, written and practical exam.
Language	Greek

Course Title	English Language II				
Course Code	EDUS 275				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Ms Chrysa Papaioannou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ol style="list-style-type: none"> 1. Ability to communicate efficiently and confidently in English mainly in the four skill areas: reading, speaking, writing and listening. 2. Reading comprehension techniques to understand and convey information relevant to education purposes. 3. Writing with some knowledge of style. 4. Knowledge of different types of paragraph and grammatical structures. 5. A range of education-oriented vocabulary. 6. Ability to work collaboratively. 7. Ability to use CLIL activities as an approach to teach English in pre-primary and primary level 				
Learning Outcomes	<p>Upon completion of the course, students are expected to:</p> <ol style="list-style-type: none"> 1. Communicate effectively and appropriately in an educational context. 2. Understand and employ a range of education-oriented vocabulary. 3. Write a well-constructed compare/contrast and opinion paragraph. 4. Exercise control of appropriate grammatical structures. 5. Demonstrate an awareness of the conventions of sentence structure, punctuation and spelling. 				
Prerequisites	EDUS 175	Required	None		
Course Content	<p>Various grammatical conventions: modal verbs, conditionals, adjectives, comparative and superlative, passives, infinitive and gerund.</p> <p>Vocabulary related to the field of education.</p>				



	A compare/contrast and an opinion paragraph. Issues related to education: Multiple Intelligences, Classroom management, game-based learning, autism.
Teaching Methodology	Lectures, Practice tasks, Readings, Discussions.
Bibliography	Evans, V. Dolley, J & Minor, R. (2016). Kindergarten Teacher. Express Publishing ISBN: 978-1-4715-3329-7
Assessment	Quizzes, Mid-Term Exam, Project, Final Exam
Language	English

Course Title	Issues of Intercultural Education				
Course Code	EDUS 280				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Christina Hajisoteriou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students to:</p> <ul style="list-style-type: none"> acquire basic knowledge about the important concepts, definitions and historical origins of ideas related to interculturalism and to be in a position to critically evaluate their impact in the field of education. To critically analyse the ideological discontinuities that are present in the various notions and definitions pertaining to intercultural education (e.g., identity, difference, etc.) as well as the different and sometimes conflicting educational approaches and their principles that stem from these concepts and their definitions. 				
Learning Outcomes	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> discuss the existing theories of cultural pluralism and critically discuss their relationship with educational practices. describe in-depth the complex interrelationships between diversity and education, inequality and power relations in society. understand the role of intercultural dialogue as a tool for a culture of peace and interfaith religious education. describe the historical development of intercultural education, and its relationship with globalisation and cosmopolitanism. plan, organise and evaluate courses and educational materials for the promotion of Intercultural Education. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> Comprehensive definitions of pertinent notions: identity, cultural pluralism, stereotypes, intercultural education. 				

	<ul style="list-style-type: none"> • Theories of cultural pluralism, in historical and political context, and their relationship with educational practices, social hierarchy, exclusion and racism. • The historical development of intercultural education. • Contemporary approaches regarding the educational management of cultural pluralism, with emphasis on the concept of identity. • Responding to cultural pluralism in the field of education in the United States, Europe, Greece and Cyprus (e.g., education of minorities, immigrants, foreigners and repatriates). • Multilingualism and intercultural education: The case of teaching Greek as "first" and "second" language. • Religious education and intercultural education. • Intercultural literature for children. • Promoting intercultural education in informal learning environments. • Intercultural dialogue as a tool for a culture of peace and social cohesion. • The role of international organisations (Council of Europe, OECD, UNESCO) in promoting intercultural education. • The relationship of intercultural education with the concepts of globalisation and cosmopolitanism.
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p><u>Required:</u></p> <p>Αγγελίδης, Π. & Χατζησωτηρίου, Χ. (2013). <i>Διαπολιτισμικός Διάλογος στην Εκπαίδευση: Θεωρητικές Προσεγγίσεις, Πολιτικές Πεπειθήσεις και Παιδαγωγικές Πρακτικές</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p><u>Suggested:</u></p> <p><i>In English:</i></p> <p>Aslan, E. (2020). <i>Migration, Integration and Religion in Early Childhood Educational Institutions</i>. Wiesbaden: Springer.</p> <p>Catarci, M. & Fiorucci, M. (2016). <i>Intercultural Education in the European Context. Theories, Experiences, Challenges</i>. USA: Routledge.</p> <p>Gorski, P. C. & Pothini, S. G. (2014). <i>Case Studies on Diversity and Social Justice</i>. Oxon: Routledge.</p>

	<p>Hajisoteriou, C. & Angelides, P. (2016). <i>The Globalization of Intercultural Education</i>. London: Palgrave Macmillan UK.</p> <p>Hellman, A. & Lauritsen, K. (2017). <i>Diversity and Social Justice in Early Childhood Education: Nordic Perspectives</i>. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>Huertas, C. A. & Gómez-Parra, M. E. (2018). <i>Early Childhood Education from an Intercultural and Bilingual Perspective</i>. Hershey: IGI Global.</p> <p>Marginson, S. & Sawir, E. (2011). <i>Ideas for Intercultural Education</i>. USA: Palgrave Macmillan US.</p> <p>Souto-Manning, M. (2013). <i>Multicultural Teaching in the Early Childhood Classroom: Approaches, Strategies and Tools, Preschool–2nd Grade</i>. New York: Teachers College Press.</p> <p>In Greek:</p> <p>Σολωμού, Α. & Χατζησωτηρίου, Χ. (2019). Βελτιώνοντας το Σχολείο και τη Διδασκαλία σε Συνθήκες Πολιτισμικού Πλουραλισμού. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p>Φραγκούλης, Γ. & Παρθένης Χ. (2016). <i>Η Διαπολιτισμική Εκπαίδευση Απέναντι σε Νέες Προκλήσεις</i>. Αθήνα: Εκδόσεις Μεταίχμιο.</p> <p>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). <i>Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p>
Assessment	Formative assessment, feedback, individual and collaborative projects, presentations, final exam.
Language	Greek

Course Title	Educational Leadership and Administration				
Course Code	EDUS 301				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Dr. Karousiou Christiana				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected:</p> <p>To familiarise themselves with the local educational system and to learn basic concepts of organization and management in schools. Specifically:</p> <ul style="list-style-type: none"> • To define and explain the roles (duties and responsibilities) that exist in a school system and in the evaluation system of schoolwork and staff. • To describe the organisational structure of the education system (Ministry and school level) • To analyse the role of the primary and pre-primary teacher and the provisions of the legal framework for the evaluation and its advancement. 				
Learning Outcomes	<p>Students should:</p> <ul style="list-style-type: none"> • Describe the organisational structure of the local education system and the structure of school / kindergarten. • Identify and compare alternative forms of organisation and administration of education in centralised and decentralised system. • Analyse the role of school in modern world and its function as an open system. • Explain the organisation and administration of primary school/ pre-primary school with reference to different roles and responsibilities. • Analyse the rules of primary schools / pre-primary schools. • Define the provisions of education law regarding students' discipline and teachers' evaluation and promotion. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • The role of school in modern society. Main objectives and goals. School as a social system. 				

	<ul style="list-style-type: none"> • Alternative forms of organisation of education at the macro level. Vertical and horizontal organisation. Advantages and Disadvantages. • The local education system: structure and organisation, goals and objectives • The structure (organisational chart) and organisation of school in primary and secondary education. • Roles in Ministry and in school. Duties and responsibilities of each role. • Regulation Rules of the schools. The leading role of teacher. • Decision-Making and Administrative Organisation • Staff's sessions and the role of the teacher. • The contact of the educational officials with the Competent Authority. Communication policy of Cypriot public school- communicative tactics utilised by principals and conflict management. • Motivation of teachers. The role of teacher in school's development efforts and headteacher's role in motivating teachers • Teachers' evaluation, school self-evaluation and evaluation of efficiency at work. • Professional development of teachers in the Cypriot educational system. • School climate and school culture and headteacher's role • School Management and Leadership. Leadership theories and successful school leadership. 																
Teaching Methodology	Lectures, autoanalysis of behaviour, individual and group work, individual and group feedback, case study analysis, student presentations																
Bibliography	<p><i>Required textbooks/reading:</i></p> <table border="1" data-bbox="487 1182 1369 1608"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>A. Πέτρου & Π. Αγγελίδης (Επιμ.)</td> <td><i>Εκπαιδευτική διοίκηση και ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές.</i></td> <td>Αθήνα: Διάδραση</td> <td>2016</td> </tr> </tbody> </table> <p><i>Recommended Textbooks/Reading:</i></p> <table border="1" data-bbox="524 1696 1393 1854"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Σαΐτης, Χρ.</td> <td><i>Οργάνωση και Διοίκηση της Εκπαίδευσης:</i></td> <td>Αθήνα: Αυτοέκδοση</td> <td>2012</td> </tr> </tbody> </table>	Authors	Title	Publisher	Year	A. Πέτρου & Π. Αγγελίδης (Επιμ.)	<i>Εκπαιδευτική διοίκηση και ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές.</i>	Αθήνα: Διάδραση	2016	Authors	Title	Publisher	Year	Σαΐτης, Χρ.	<i>Οργάνωση και Διοίκηση της Εκπαίδευσης:</i>	Αθήνα: Αυτοέκδοση	2012
Authors	Title	Publisher	Year														
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Authors	Title	Publisher	Year														
Σαΐτης, Χρ.	<i>Οργάνωση και Διοίκηση της Εκπαίδευσης:</i>	Αθήνα: Αυτοέκδοση	2012														

		θεωρία και πράξη		
	Mary Moloney, Jan Pettersen	<i>Early Childhood Education Management</i> <i>Insights into business practice and leadership</i>	Routledge	2018
	Πέτρος Πασιαρδής	<i>Εκπαιδευτική ηγεσία</i> <i>Από την περίοδο της ευμενούς αδιαφορίας στη σύγχρονη εποχή</i>	Αθήνα: Μεταίχιμο	2014
	Tony Bush and David Middlewood	<i>Leading and Managing People in Education</i>	SAGE Publications Ltd	2013
	Tony Bush	<i>Theories of Educational Leadership and Management</i>	SAGE Publications Ltd	2011
	Καψάλης, Α. (Επιμ.).	<i>Οργάνωση και Διοίκηση Σχολικών Μονάδων</i>	Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας	2005
Assessment	Formative assessment-feedback, individual project, presentation, final exam.			
Language	Greek			

Course Title	Philosophy of Education				
Course Code	EDUS 305				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> ● introduce students to the basic principles and methods of Philosophy; to the main philosophical trends reaching all the way to the field of education. ● analyze the fundamental notions, preconditions and problems of the Philosophy of Education and discuss the usefulness of philosophical analysis in dealing with educational matters. ● discuss dilemmas in regards to the Philosophy of Education, mainly focusing on the field of action. ● introduce students to the basic principles of the Philosophy for Children (P4C) and think of ways to develop thought. 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ○ discuss the basic principles and methods of Philosophy. ○ analyze notions relating to the field of the Philosophy of Education (education, instruction, didactic means, knowledge, society, ethos, culture). ○ critically assess the main philosophical trends and their extension in the field of education. ○ discuss and interpret historical and causal dilemmas concerning the Philosophy of Education and the arguments of each side's proponents ○ develop critical and creative thinking of the children by producing thinking stories and relative exercises 				
Prerequisites	None	Required	none		

Course Content	<ul style="list-style-type: none"> ● What is philosophy? The problem of defining philosophy. The fields of Philosophy and the field of the Philosophy of Education. ● Philosophical methods and approaches. ● The notions of education and instruction. ● Introduction to the Philosophy for Children. ● Aims of instruction and education. ● Teaching tools. ● Taught knowledge. ● Education and Society. ● Taught ethos.
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion
Bibliography	<p>Τζαβάρας, Γ. (2000). <i>Προβλήματα στη Φιλοσοφία της Παιδείας</i>. Αθήνα: εκδ. Γρηγόρη.</p> <p>Noddings, N. (2016). <i>Philosophy of Education</i>. Westview Press.</p> <p>Anderson, B. (Ed.) (2016). <i>Philosophy for Children: Theories and praxis in teacher education</i>. Routledge.</p> <p>Maughn R. G. et al. (ed.) (2021). <i>The Routledge International Handbook of Philosophy for Children</i>: Routledge International Handbooks of Education.</p> <p>Haynes, J. (2009). <i>Τα παιδιά ως φιλόσοφοι - Μάθηση μέσω έρευνας και διαλόγου στην πρωτοβάθμια εκπαίδευση</i>, μτφρ.. Γ. Τζαβάρας. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Θεοδωροπούλου, Έ. (επ.) (2014). <i>Φιλοσοφία, Φιλοσοφία είσαι εδώ</i>; Αθήνα: εκδ. Διάδραση.</p> <p>Θεοδωροπούλου, Έ. (επ.) (2010). <i>Φιλοσοφία της παιδείας: λόγοι, όψεις, διαδρομές</i>. Αθήνα: εκδ. Πεδίο.</p> <p>Καζεπίδης, Τ. (1992). <i>Η Φιλοσοφία της Παιδείας</i>. Θεσσαλονίκη: εκδ. Βάνιας.</p> <p>Πέτρου, Α. & Χατζηβασίλη, Γ. (επ. και μτφρ.) (2022). <i>Η 'Σκέψη' στη Φιλοσοφία για Παιδιά: Διάλογος και Προοπτικές</i>. Αθήνα: εκδ. Διάδραση.</p> <p>Prieur, N. & Gravillon, I. (2016). <i>Τα παιδιά μας, αυτοί οι μικροί φιλόσοφοι. Πώς να μοιραστούμε μαζί τους τα μεγάλα ερωτήματα που έχουν για τη ζωή</i>. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Σακελλαρίου, Μ., Ζεμπύλας, Μ. & Πέτρου, Α. (επ.) (2010). <i>Ηθική και Εκπαίδευση: Διλήμματα και προοπτικές</i>. Αθήνα: εκδ. Κριτική.</p> <p>Sharp, A. M. & Splitter, L. J. (2013). <i>Φιλοσοφία για παιδιά : Το Κουκλονοσοκομείο και Δίνοντας νόημα στον κόσμο μου : ένα πρόγραμμα για</i></p>



	<p><i>το παιδί και τον εκπαιδευτικό της Προσχολικής Αγωγής</i>, μτφρ. Έ. Θεοδωροπούλου. Αθήνα: εκδ. Διάδραση.</p> <p>UNESCO (2020). <i>Φιλοσοφία: ένα σχολείο ελευθερίας</i>, επιμ. και μτφρ. Α. Πέτρου. Θεσσαλονίκη: εκδ. Ζήτρος.</p>
Assessment	Individual project, presentation, formative assessment, final exam.
Language	Greek

Course Title	Inclusive Teaching Practices				
Course Code	EDUS 307				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year / 1 st semester				
Teacher's Name	Dr. Kourea Lefki / Dr Fella Argyro				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected:</p> <ul style="list-style-type: none"> • To examine in depth the ways in which policy is made and implemented • To critically examine the ways in which stereotype understandings regarding disability are created and propose ways for their elimination • To examine ways for the reconstruction of the learning environment and teaching approaches in the mainstream classroom. 				
Learning Outcomes	<p>The students are expected:</p> <ul style="list-style-type: none"> • To analyse in depth the everyday policy and practice in mainstream schools and examine the ways in which the official framework of 1999 is differentiated through the interpretations of teachers. • To identify the obstacles for a more inclusive practice and the ways in which the existing practices maintain exclusion and categorization • To implement the fundamental principles of inclusion for the reconstruction of teaching in the mainstream classroom. 				
Prerequisites	EDUS 207	Required	None		
Course Content	<ul style="list-style-type: none"> • The gap between official policy and everyday practice • The context and formulation of policy • Constructing an Inclusive school • The issue of language used and the maintaining of stereotype understandings • Changing the organisation and functioning of the mainstream school • Re-constructing mainstream teaching • Education in the mainstream classroom - where difference is the norm 				
Teaching Methodology	Lectures, forum discussions, collaborative assignments and personal activities.				

Bibliography	<p>In Greek</p> <p>Καλαντζή-Αζίζι, Α. & Ζαφειροπούλου, Μ. (2011). <i>Προσαρμογή στο σχολείο: Πρόληψη και αντιμετώπιση δυσκολιών</i>. Πεδίο</p> <p>Τζιβινίκου, Σ. (2019). <i>Αξιολογώ, σχεδιάζω, διδάσκω. Αποτελεσματικές παρεμβάσεις στην ανάγνωση και τη γραφή για μαθητές με μαθησιακές και άλλες δυσκολίες</i>. Readnet Publications.</p> <p>In English</p> <p>Alberto, P. A., Troutman, A. C., & Axe, J. (2022). <i>Applied behavior analysis for teachers</i> (10th ed.) Pearson Prentice Hall</p> <p>Kurth, J. A., & Gross, M. (2015). <i>The Inclusion Toolbox: Strategies and Techniques for All Teachers</i>. Corwin.</p> <p>Scott, T.M. (2017). <i>Teaching Behavior: Managing Classrooms Through Effective Instruction</i>. Corwin</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide Positive Behavior Interventions and Supports: A guide to proactive classroom management</i> Guildford Publications.</p> <p>Vaughn, S., & Bos, C. S. (2020). <i>Strategies for teaching students with learning and behavior problems</i>. Pearson</p>
Assessment	Continuous assessment and feedback through discussions and completion of assignments (individual work), final exam.
Language	Greek

Course Title	Cognitive Psychology and Development				
Course Code	EDUS 311				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Stylianou-Georgiou Agni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> To understand the development of the major cognitive processes in children To develop skills for the application of cognitive psychology concepts in instructional design 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> To apply basic concepts of cognitive psychology in instructional design To create educational games that encourage the development of cognitive skills 				
Prerequisites	EDUS211	Required	None		
Course Content	<ul style="list-style-type: none"> Purpose and history of cognitive psychology Piaget theory of cognitive development: developmental stages, cognitive schemata and applications in education. Attention: divided attention, selective attention, saccadic eye movements, neuroscience research on attention, theories of attention Perception: perception and development, visual object recognition, speech recognition and applications in education Memory: working memory, long – term memory, encoding, storage and retrieval of information, memory development, memory and learning (mnemonic techniques), metamemory. Knowledge representation and concept development: role of prior knowledge, misconceptions. Thinking: problem solving, creative thinking, critical thinking, interventions to improve thinking Psychology of Language: structure of language. production and comprehension of language. Language development. 				

Teaching Methodology	Lectures, forum discussions, collaborative work
Bibliography	<p>Matlin, M. W. & Farmer, T. A. (2019). <i>Γνωστική Ψυχολογία</i>. Εκδόσεις Τζιόλα</p> <p>Siegler, R. S. (2002). <i>How children develop</i>. Gutenberg.</p> <p>Κανελλάκη, Σ. (2011). <i>Γνωστικές Διεργασίες: Επίλυση Προβλημάτων και Λήψη Απόφασης</i>. Αθήνα: Ατραπός.</p> <p>Κυριακοπούλου, Ν. & Σκοπελίτη, Ε. (2019). <i>Νόηση και μάθηση υπό το πρίσμα της εννοιολογικής αλλαγής: Σύγχρονες έρευνες και προβληματισμοί</i>. Αθήνα: εκδόσεις Gutenberg.</p> <p>Κολιάδης, Ε. Α. (2017). <i>Γνωστική ψυχολογία, γνωστική νευροεπιστήμη και εκπαιδευτική πράξη</i>. Γρηγόρη.</p> <p>Μπαμπλέκου, Ζ. (2003). <i>Η Ανάπτυξη της Μνήμης: Γνωστική Διαδρομή στην Παιδική Ηλικία</i>. Αθήνα: Τυπωθήτω.</p> <p>Μπαμπλέκου, Ζ. (2011). <i>Γνωστική ψυχολογία: μοντέλα μνήμης</i>. Gutenberg.</p>
Assessment	Formative assessment (feedback), design and presentation of an educational game, e-portfolio, written exam (midterm, final).
Language	Greek

Course Title	Theories of Learning				
Course Code	EDUS 312				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Stylianou-Georgiou Agni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> ● To examine the fundamental theoretical approaches (behavioral, social, cognitive) in learning and the basic applications in contemporary pedagogical practice ● To develop their own philosophical approach to teaching and learning ● To develop skills of applying learning theories in instructional design 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> ● To evaluate and compare the main models of learning ● To analyze case studies from school contexts using learning theories ● To apply fundamental theoretical approaches (behavioral, social, cognitive) in instructional design 				
Prerequisites	EDUS211	Required	None		
Course Content	<ul style="list-style-type: none"> ● Behavioral theories of learning ● Social learning theory: Albert Bandura ● Intuitive learning (gestalt school), ● Cognitive learning theories: information processing theory, ● Constructivism (Jean Piaget, Lev Vygotsky), ● Inquiry learning (J. Bruner), ● Situated learning approaches (contextual view) 				
Teaching Methodology	Lectures, forum discussions, collaborative work, case study analysis				
Bibliography	<p>Κολιάδης, Ε. (2019). <i>Θεωρίες Μάθησης και εκπαιδευτική πράξη, 2^η έκδοση (τόμος Α')</i>. Ελληνικά Γράμματα.</p> <p>MacBlain, S. (2022). <i>Learning Theories for Early Years Practice</i>. Sage Publications.</p> <p>Woolfolk, A. (2019). <i>Εκπαιδευτική Ψυχολογία</i>. Ιων.</p>				



Assessment	Formative assessment (feedback), case study analysis, reflective notebook, written exam (midterm, final).
Language	Greek

Course Title	Cultural Perspectives on Mathematics				
Course Code	EDUS 314				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Dr Anastasia Datsogianni				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/week
Course Purpose and Objectives	<ul style="list-style-type: none"> • Introduction to the field of Ethnomathematics • The role of culture in the development of mathematical knowledge, and in mathematics teaching and learning. • Examining the cultural dimensions of the Cypriot national curriculum of mathematics • Examination of mathematics teaching and learning approaches in other countries 				
Learning Outcomes	<p>Upon completion of this module, students should be able to design lesson plans in mathematics that take pupils' cultural background into consideration. Also, they should be able to identify, analyze and evaluate the affordances and the limitations of the national curriculum of Cyprus, in regards to its cultural dimensions, and they should be able to suggest ways of improving/enhancing the existing teaching materials (i.e. national textbooks of mathematics).</p>				
Prerequisites	EDUP133	Required	None		
Course Content	<ul style="list-style-type: none"> • The field of Ethnomathematics: What is it and what does it include? • Examples of cultural practices in mathematics • Culturally responsive pedagogy in mathematics • The mathematics curricula and teaching practices of other countries 				

Teaching Methodology	Lectures, individual and group work
Bibliography	<ul style="list-style-type: none"> ● Lecturer's notes ● Rosa, M., Shirley, L., Gavarrete, M. E., & Alangui, W. V. (Eds.). (2017). <i>Ethnomathematics and its Diverse Approaches for Mathematics Education</i>. Springer International Publishing ● Rosa, M., & de Oliveira, C. C. (Eds.). (2020). <i>Ethnomathematics in Action: Mathematical Practices in Brazilian Indigenous, Urban and Afro Communities</i>. Springer Nature.
Assessment	<ul style="list-style-type: none"> ● Active participation in class ● Individual assignment – Article analysis ● Group assignment – Designing lesson plans ● Presentation of group assignment ● participation ● Final exam
Language	Greek

Course Title	Greek Literature and Civilisation				
Course Code	EDUS 321				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr.Alexios Petrou / Dr. Vorias Stamatis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The lesson's primary objectives are:</p> <ul style="list-style-type: none"> ● For students to get an in–depth look at primary texts of Greek textual transmission, that have to do with education, civilisation and the Greek language in general. ● To familiarise themselves with the 'aesthetics' of Greek Civilisation ● To get a better sense of the relationship between Civilisation, politics and education ● To acquaint themselves with the concept of historical progress and to be able to compare the ancient Greek Civilisation with its modern equivalent (synchronic and diachronic study of Civilisation) 				
Learning Outcomes	<p>By the end of the lecture–series the students should have:</p> <ul style="list-style-type: none"> ● Formed an in–depth understanding of the meaning of Civilisation ● An in–depth understanding of the variables comprising Greek Civilisation ● Understand an outline of the diachronic evolution of the Greek language and textual transmission ● Have developed the ability toward a critical approach regarding cultural festivals and shows 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> ● The meaning of Civilization. Greek people within the Greek 'space'. People and Society. Civilization and Democracy ● People and Gods. Ancient Greek religion ● The birth of science. Pre–Socratic philosophers. Aristotle's <i>Physics</i> ● From myth to rational thought. A selective analysis of Platonic myths 				

	<ul style="list-style-type: none"> ● Ancient Greek thought. The problem of 'time' in antiquity. A relevant analysis of texts: the Orphics—Pherecydes—Anaximander—Heracleitus—Plato—Aristotle. ● Socrates ● Slavery in ancient Greece. The status of women in Greece and the writing of Aristotle and Plato on the matter. ● The falling glory of Greek ancient Civilization ● The 'genius' of Alexander the Great ● Aesthetics. The role of music in ancient Greece. ● Visionaries, intellectuals and poets in ancient Greece. ● The Byzantine Civilisation. Byzantine Literature and Art. The successes and failures of the Byzantine people. ● The neo-Hellenic Enlightenment movement ● A critical approach towards modern day Civilisation
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion
Bibliography	<p>Braudel, F. (2009). <i>Γραμματική των πολιτισμών</i>. εκδ. Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.</p> <p>Boal, A. (2008). «Πολιτισμός και εκπαίδευση», μτφρ. Α. Χαντζιδάκης, <i>Εκπαίδευση & Θέατρο</i>, 9, σσ.10-13.</p> <p>Cartledge, P. (2002). <i>The Greeks: A Portrait of Self and Others</i>. (OUP, Oxford)</p> <p>Chamoux, F. (1999). <i>Ο Ελληνικός πολιτισμός</i>. Δαίδαλος – Ι.Ζαχαρόπουλος.</p> <p>Γιανναράς, Χ. (2005). <i>Κοινωνιοκεντρική πολιτική: Κριτήρια</i>. Εστία.</p> <p>Δεσποτόπουλος, Κ. (2001). <i>Φιλοσοφία και θεωρία του πολιτισμού</i>. εκδ. Παπαζήση.</p> <p>Ευαγγέλου, Ι. (1995). <i>Ελληνικός Πολιτισμός: δοκίμια και μελέτες</i>. Αθήνα: Εκδόσεις Σαββάλα.</p> <p>Κάλφας, Β. (2004). <i>Αριστοτέλης, Περί Φύσεως</i>. Πόλις</p> <p>Κάρτλεττ, Π. (2002). <i>ΟΙ ΕΛΛΗΝΕΣ: Εικόνες του εαυτού και των άλλων</i>. Εκδόσεις Αλεξάνδρεια.</p> <p>Μπονάρ, Α. (1991). <i>Ο αρχαίος ελληνικός πολιτισμός</i>. (3 τόμοι). Ιστορική Βιβλιοθήκη Θεμέλιο</p> <p>Πέτρου, Α. (επ.) (2015). <i>Η αισθητική στην Αρχαία Ελλάδα</i>. Θεσσαλονίκη: εκδ. Ζήτρος.</p>



	<p>Σκουτερόπουλος, Ν.Μ. (2003). <i>Πλάτων, Πολιτεία</i>. Πόλις.</p> <p>Sowerby, R. (2015). <i>The Greeks: An Introduction to Their Culture (Peoples of the Ancient World)</i>. Routledge.</p>
Assessment	Individual project, presentation, formative assessment, final exam.
Language	Greek

Course Title	Special Topics on Literature				
Course Code	EDUS 322				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Marina Rodosthenous-Balafa / Dr. Mallouri Louiza				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course deals with special topics/ areas/ genres in the field of literature. The instructor is free to choose a theme, a genre, a writer to focus on, offering to the students diverse ways of approaching literature. Students are expected to:</p> <ul style="list-style-type: none"> • Explore literature as a crucial effort of the human race to express its beliefs and ideologies, leaving its imprint on the world • Examine different modes of analysis of a literary text 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Interpret a literary text, based on intratextual elements and structures • Examine in detail a particular genre, area or author • Apply literary criticism theory to specific texts • Understand how picturebooks work • Develop theoretical discussions which pertain to the specific literary topic and representative literary texts 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Presentation of literary texts for children 2. Analysis of basic theories of literary criticism 3. Special topics/ areas/ genres in the field of literature 4. Basic characteristics of the genre/ author/ epoch etc. 5. Representative literary texts 6. Picturebooks 7. Educational implications 				

Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations
Bibliography	<p>Bettina Kümmmerling-Meibauer (2018), <i>The Routledge Companion to Picturebooks</i>, Routledge.</p> <p>Eagleton, T. (2014). <i>How to Read Literature</i>. New Haven: Yale University Press.</p> <p>Foster, C.T. (2014). <i>How to Read Literature like a Professor</i>. Νέα Υόρκη: Harper Perennial.</p> <p>Hunt, P. (2001). <i>Κριτική Θεωρία και Παιδική Λογοτεχνία</i>. Πατάκης</p> <p>Nodelman, P. (2009). <i>Λέξεις για εικόνες: Η αφηγηματική τέχνη του παιδικού εικονογραφημένου βιβλίου</i>. Πατάκης</p> <p>Rodosthenous-Balafa, M., Chatzianastasi, M. & Stylianiou-Georgiou, A. (2021). «Creative ways to approach the theme of cultural diversity in wordless picturebooks through visual reading and thinking», στο F. Maine & M. Vrikki (eds.). <i>Dialogue for Intercultural Understanding: Placing Cultural Literacy at the Heart of Learning</i>, Springer. Open Access https://link.springer.com/book/10.1007%2F978-3-030-71778-0</p> <p>Γιαννικοπούλου, Α. (2008). <i>Στη Χώρα των Χρωμάτων: Το Σύγχρονο Εικονογραφημένο Παιδικό Βιβλίο</i>. Εκδόσεις Παπαδόπουλος.</p> <p>Ηλία, Α.Ε. (2007). <i>Η παιδική λογοτεχνία στην εκπαίδευση</i>. Πανεπιστημιακές Εκδόσεις Θεσσαλίας</p> <p>Κανατσούλη, Μ. (2007). <i>Εισαγωγή στη θεωρία και κριτική της παιδικής Λογοτεχνίας</i>. University Studio Press</p> <p>Κυριακίδης, Α. (2016). <i>Παίζουμε Λογοτεχνία: Το ουλίρο και η σοβαρότητα του παιχνιδιού (θεωρία και παιδική σκηνή)</i>. Όπερα</p> <p>Ροδοσθένους-Μπαλάφα, Μ. (2017). <i>Δημιουργική διδασκαλία της Λογοτεχνίας: Εισηγήσεις και πρακτικές εφαρμογές στη Δημοτική Εκπαίδευση</i>. Αθήνα: Γρηγόρης.</p> <p>Ροδοσθένους-Μπαλάφα, Μ. (2021). Ανίχνευση του πρώτου ελληνικού εικονοβιβλίου χωρίς λόγια: Η φάλαινα, το αγόρι και η θάλασσα ανάμεσά τους της Πέρας Ζαχαριά, στο Δ. Πολίτης & Γ. Σ. Παπαδάτος (επιμ.), <i>Κ' η φαντασία στο λογισμό. Τιμητικός τόμος για την Καθηγήτρια Άντα Κατσίκη-Γκίβαλου</i>, σ. 469-482, Αθήνα: Καλειδοσκόπιο.</p> <p>Τσιλιμένη, Τ. (2007). <i>Εικονογραφημένο Παιδικό Βιβλίο: Όψεις και Απόψεις</i>. Πανεπιστημιακές Εκδόσεις Θεσσαλίας.</p>
Assessment	Formative assessment, feedback, individual assignments, final exam



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Language	Greek
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Course Title	Theatre Education and Theatrical Play				
Course Code	EDUS 325				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr Angela Hadjipanteli				
ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week
Course Objectives	<p>Students will be able:</p> <ul style="list-style-type: none"> To correlate the performance theory both with the theatre performance and teaching, mentioning similarities and dissimilarities. To discuss the pedagogical and teaching qualities of theatre education and theatrical play in relevance with the educative principles of the theories of: <ul style="list-style-type: none"> → Vygotsky and Piaget → Multiple intelligences – Gardner To analyse the influences of the art of theatre on the formation of theatre education as a pedagogical tool of experiential, creative and aesthetic teaching/learning. To organise any form of narrative (e.g., prose text, fairy tale, myth, poem, etc.), transforming it into a theatrical performance. To identify the cognitive, emotional and kinesthetic aims that can be achieved by the integration of theatrical play in teaching. 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> To exploit the theatrical play as a teaching tool. To devise theatrical games in correlation both with the theme and objectives of teaching. To apply the sign systems of theatre with creative ways in storytelling and teaching, in general. 				

	<ul style="list-style-type: none"> To assess a teaching practice based on theatre education, situating criteria concerning the pupils' language, intellectual, social, ethical and aesthetic-artistic development. To effectively perform the teacher's organisational, coordinative and animating role during the application of theatre education. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> Theory of performance – Types of performance Determination of theatre – Essential characteristics of theatre Determination of theatre education – Types of theatre education Correlation of theatre education with the theories of Vygotsky, Piaget and Gardner Influences of theatre theories on the formation of theatre education Theatrical play: Features, stages and conditions of application The art of storytelling: Different techniques and approaches The role of storyteller: Different types of storyteller The use of theatre semiotics in theatre education Assessment of a teaching practice based on theatre education – A teacher's role 		
Teaching Methodology	Lecture, group/dialogical activities, workshops, microteachings, commentary/discussion of video-taped theatrical games and storytelling, feedback, video recording of individual/team storytelling performances, reading and research of bibliography		
Bibliography	<p>Karvounari, E. (2016). <i>Drama education as a means of religion education: Design and application of lessons for pre-primary and primary students</i>. Paphos.</p> <p>Kouloumbi-Papapetrou, K (2004). <i>The art of narration</i>. Athens: Pataki.</p> <p>Kouretzis, L. (2010). <i>The theatrical play: Pedagogical theory, practice and theatrological approach</i>. Athens: Kastaniotis.</p> <p>Lambronikou, E. (2017). <i>Drama education in kindergarten</i>. Athens and Thessaloniki: iWrite.</p> <p>MacDonald, S., & Rachel, D. (2009). Forum theatre of Augusto Boal for teachers. <i>Education & Theatre</i>, 1, 42–49.</p> <p>Mages, W. (2018). Does theatre-in-education promote early childhood development? The effect of drama on language, perspective-taking, and imagination. <i>Early Childhood Research</i>, 45, 224–237.</p>		



	<p>Palaiologou. I. (2016). <i>The early years foundation stage: Theory and Practice</i>. Thousand Oaks, US: Sage.</p> <p>Pigou-Repousi, M. (2019). <i>Drama Education: From theatre to education</i>. Athens: Kastaniotis.</p>
Assessment	Participation in workshops, microteaching, device of theatrical games, design of a lesson of theatre education/theatrical play, individual/team storytelling performance, midterm written examination
Language	Greek

Course Title	Drama Education				
Course Code	EDUS 326				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr Angela Hadjipanteli				
ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week
Course Objectives	<p>Students will be able:</p> <ul style="list-style-type: none"> • To determine the characteristics of drama education as a teaching method. • To interpret the influences of the following pedagogical theories on the formation both of the methodology and the pedagogy of drama education: <ul style="list-style-type: none"> → Progressive pedagogy Προοδευτική Εκπαίδευση – Dewey → Development Psychology – Vygotsky και Bruner → Critical pedagogy «Προβληματίζουσα Εκπαίδευση» – Freire • To discern the cognitive, emotional and kinesthetic objectives that can be achieved within the application of drama education. • To analyze the essential components of a teaching practice of drama: focus, roles, dramatic tension, place and time, speech and movement, atmosphere, symbols and meanings. • To exercise their skills of design, organization and implementation of a teaching practice of drama, including: selection of theme, writing of objectives, creation of pre-text, building of episodes, choice of roles and drama conventions both for pupils and teacher. 				
Learning Outcomes	<p>With the completion of the course students will be able:</p> <ul style="list-style-type: none"> • To employ the method of drama in teaching of different areas of curriculum. 				

	<ul style="list-style-type: none"> ● To assess a teaching practice of drama, situating criteria concerning the pupils' language, intellectual, social, ethical and aesthetic-artistic development. ● To explain aptly the organizational, coordinative and animating role of the teacher during the application of drama. ● To develop their communication skills, by making effective use both of paralinguistic elements and body language. ● To design and implement teaching practices of drama with imagination and creativity. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> ● Contemporary tendencies of arts (IDEA, INSEA, ISME) ● Definition of drama education ● Essential characteristics of drama education as a teaching method ● Correlation of drama education with the progressive education, the development psychology and the pedagogy of Freire ● Key objectives of drama education: Social, emotional, ethical, aesthetic-artistic ● Design and organization of a drama lesson ● Theatre techniques and drama conventions ● Incorporation of games in a drama lesson ● Assessment of a drama lesson ● The roles and the presence of the teacher within drama 		
Teaching Methodology	Lecture, group/dialogical activities, workshops, microteaching, commentary/discussion of video-taped drama lessons, feedback, reading and research of bibliography		
Bibliography	<p>Aksou, P. (2019). Benefiting from drama in pre-school education. In V. Krystev, E. Recep & E. Atasou (Eds.), <i>Theory and practice in social sciences</i> (pp. 67–81). Sofia: St. Kliment Ohridski University Press.</p> <p>Avdi, A., & Xatzigeorgiou, M. (2007). <i>The art of drama education</i>. Athens: Metexmio.</p> <p>Eleni, E., & Triantafillopoulou, K. (2004). <i>Theatre education in pre-primary and primary education</i>. Athens: Pataki.</p> <p>Karvounari, E. (2016). <i>Drama education as a means of religion education: Design and application of lessons for pre-primary and primary students</i>. Paphos.</p>		

	<p>Lambronikou, E. (2017). <i>Drama education in kindergarten</i>. Athens and Thessaloniki: iWrite.</p> <p>McCuiston, J. (2022). <i>Teaching drama (to little ones)</i>. Ebook.</p> <p>Neelands, J. (2008). The diversity of drama/theatre education: Models and objectives. <i>Education and Theatre</i>, 9, 58–66.</p> <p>Somers, J. (2008). Narration, drama education and the parcel of exploration. <i>Education & Theatre</i> 9, 117–127.</p>
Assessment	Participation in workshops and group/dialogical activities, design and implementation of a drama lesson, microteaching, midterm written examination
Language	Greek

Course Title	Sociology of Religion				
Course Code	EDUS 346				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr. Pavlos E. Michaelides				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student:</p> <ul style="list-style-type: none"> • To translate the sociological dimensions of religion as these relate to the philosophy of religions • To research the generative causes of the religious phenomenon in relation to its sociological outcomes, mainly in Asia but also in the West • To understand the indissoluble relation that holds between the sociology and psychology of religion • To evaluate the place of religion from within the enduring experiences of societies and cultures • To research various theoretical and ideological approaches to religion and its sociological structures • To research the mutual relations between religion and society • To investigate the psychological dimension of spiritual questions as these pertain to sociological and cultural facts and actualizations • To develop the capability to study the “ego” and the “world” on the basis of the psychology and sociology of religion. 				
Learning Outcomes	<p>The student:</p> <ul style="list-style-type: none"> • To research the variety and richness of Asian religious thought and experience • To research eastern and western sociological philosophical and anthropological theories and stances toward the divine • To understand crucial politico-sociological dimensions and aspects of religion • To wholesomely understand foundational sociological matters in relation to religious reality and truth, everydayness, <i>ethos</i> and ethics • To understand the relation between Religion and other disciplines such as Sociology, Psychology, Philosophy, Anthropology, Education, and Science • To understand the sociology and psychology of peoples and individuals 				

	<ul style="list-style-type: none"> To contemplate the place and relation of religion to culture and society To differentiate between the sociology of Christianity and the sociological understanding of other religions To understand the effect of religion on the cultural dynamics of societal life. 																												
Prerequisites	None	Required	None																										
Course Content	<ul style="list-style-type: none"> Introduction / Primal Religions Hinduism Buddhism Taoism Confucianism Judaism Christianity Islam The Great Religions of the World: A Review. 																												
Teaching Methodology	Lectures, discussion-reflection																												
Bibliography	<table border="1"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>1. Πολύκαρπος Καραμούζης</td> <td><i>Η κοινωνιολογία της θρησκείας μεταξύ εκπαίδευσης και κοινωνίας</i></td> <td>ΣΕΑΒ</td> <td>2015</td> <td>978-960-603-277-6</td> </tr> <tr> <td>2. Μύρων Αχείμαστος (επ.)</td> <td><i>Εισαγωγή στις «Στοιχειώδεις μορφές του θρησκευτικού βίου» του Εμίλ Ντυρκέμ</i></td> <td>Μορφωτικό Ίδρυμα ΕΤΕ</td> <td>2019</td> <td>978-960-250-746-9</td> </tr> <tr> <td>3. Νικολαΐδης Β Απόστολος</td> <td><i>Κοινωνιολογία της Θρησκείας</i></td> <td>Γρηγόρη</td> <td>2011</td> <td>978-960-333-536-8</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2012</td> <td>978-1443835626</td> </tr> </tbody> </table>				Authors	Title	Publisher	Year	ISBN	1. Πολύκαρπος Καραμούζης	<i>Η κοινωνιολογία της θρησκείας μεταξύ εκπαίδευσης και κοινωνίας</i>	ΣΕΑΒ	2015	978-960-603-277-6	2. Μύρων Αχείμαστος (επ.)	<i>Εισαγωγή στις «Στοιχειώδεις μορφές του θρησκευτικού βίου» του Εμίλ Ντυρκέμ</i>	Μορφωτικό Ίδρυμα ΕΤΕ	2019	978-960-250-746-9	3. Νικολαΐδης Β Απόστολος	<i>Κοινωνιολογία της Θρησκείας</i>	Γρηγόρη	2011	978-960-333-536-8				2012	978-1443835626
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			2012	978-1443835626																									



	4. Kaplan, Gregory, Cristaudo, Wayne	<i>Love in the Religions of the World</i>	Cambridge Scholars Publishing			
	5. Huston Smith	<i>Οι Θρησκείες του Κόσμου</i>	Γκοβόστη	1994	960-270-695-3	
Assessment	Participation, written project/paper, final exam					
Language	Greek					

Course Title	Experiential approaches to music teaching and learning				
Course Code	EDUS 361				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year , 7 th semester				
Teacher's Name	Dr. Natasa Economidou Stavrou				
ECTS	5	Lectures / week	3-hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> • To introduce student to music education methods and approaches that have affected the teaching of music worldwide • To inform students about the current trends and methodological approaches in the field of music pedagogy and their practical dimensions and applications in school settings. • To adequately prepare student both musically (knowledge and skills) and in terms of teaching methodology to design modules and create / select educational materials for teaching music 				
Learning Outcomes	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Develop his/her musical knowledge and skills in regards to listening, performing and creating music • Read, interpret and create conventional and graphic scores. • Demonstrate understanding of the methods and approaches of Dalcroze, Orff, Kodaly, Gordon and Shafer, and select and adapt material and activities for pre-primary and primary school contexts. • Name and describe current methodological approaches in music teaching Music in pre-primary and primary school • Select the appropriate material, repertoire and methodological approaches and plan activities and modules for teaching musical concepts and skills in pre-primary or primary school 				
Prerequisites	EDUP 261	Required	None		
Course Content	<ul style="list-style-type: none"> • Listening, Performing and Creating Music: theory, practice and teaching applications • Methodological approaches in music teaching and learning contexts: 				

	<p>Active learning, cooperative learning, differentiated instruction, interdisciplinary approaches, creative and critical thinking, Informal learning practices, Interculturalism.</p> <ul style="list-style-type: none"> • Music Curricula for Kindergarten and primary schools- Musical Concepts, Skills, Behaviours, Attitudes. • Educational materials / textbooks for the teaching of music in kindergarten and primary school • Lesson planning- Basic Principles, music lesson plans and thematic units • Music education Approaches of Dalcroze, Orff, Kodaly, Schafer and Gordon- Basic principles and practical applications.
Teaching Methodology	Lectures, workshops, individual and group creative projects, students' presentations, peer-teaching, case studies, discussions with class participation
Bibliography	<p>Αργυρίου, Μ. (2021). <i>Εφαρμοσμένη Μουσική Παιδαγωγική: Το πλαίσιο και ο σχεδιασμός διδασκαλίας στην προσχολική και πρώτη σχολική Αγωγή</i>. Αθήνα: Δίσιγμα εκδόσεις.</p> <p>Burnard, P. & Murphy, R. (2017). <i>Teaching Music Creatively</i>. Routledge.</p> <p>Dabney, A. (2017). <i>Teaching Primary Music</i>. Sage.</p> <p>Darch, M., Economidou Stavrou, N. & Piispanen, U. (2022). <i>Music Right from the start: Theory and Practice of Early Childhood Music Education</i>. European Music School Union. Bonn: VdM Verlag. https://aec-music.eu/media/2022/02/WG8-Music-right-from-the-start-Theory-and-practice-of-Early-Childhood-Music-Education.pdf</p> <p>Δογάνη, Κ. (2012). <i>Μουσική στην προσχολική αγωγή: Μουσική στην προσχολική αγωγή: Αλληλεπίδραση παιδιού-παιδαγωγού</i>. Gutenberg.</p> <p>Green, L. (2014). <i>Άκου, Πάίξε</i>. Αθήνα: Fagotto books.</p> <p>Καραδήμου- Λιάτσου Π. (2003). <i>Η Μουσικοπαιδαγωγική τον 21ο αιώνα</i>. Εκδοτικός Οίκος Νικολαΐδης</p> <p>Κοκκίδου, Μ. (2015). <i>Διδακτική της Μουσικής: Νέες προκλήσεις, Νέοι Ορίζοντες</i>. Αθήνα: Fagotto.</p> <p>Παπαπαναγιώτου, Ξ. (2013). <i>Ζητήματα Μουσικής Παιδαγωγικής</i>. Θεσσαλονίκη: ΕΕΜΕ.</p>
Assessment	Participation, assignments, final exam, creative group music education projects, classroom observation report.
Language	Greek

Course Title	European and Intercultural Dimension in Education				
Course Code	EDUS 380				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Christina Hajisoteriou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> understand the notions of the European and intercultural dimension in education; recognise 'Europe' as a multidimensional construct with historical, theoretical, cultural, social and educational credentials; understand that intercultural education is the outcome of multiple interactions at the national and supranational (European) level; comprehend the ideological and political aspects of interrelated concepts such as diversity, identity and citizenship in the national and supranational (European) spheres; Get an in-depth insight of the European and intercultural dimensions of education across various levels of analysis (theoretical, political, socio-economic); Understand the development and implementation of the intercultural and European dimensions in the educational policies of specific national contexts. 				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> critically analyse the ideological underpinnings of intercultural educational policy at the European level; explain the meanings of the European dimension in education by the use of European academic and research literature; Critically describe the ways that the European dimension in education is constructed by formal policy documents of the European Union; compare and contrast the various mechanisms of Europeanisation of the national policies referring to intercultural education; compare and contrast the European dimension of education to the intercultural dimension of education; 				

	●operate successfully within intercultural educational settings.		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Comprehensive definition of intercultural education. 2. Comprehensive definition of the European dimension of education. 3. Critical examination of the intersections between the European dimension of education and intercultural education. 4. The meanings of European identity and European citizenship. 5. The intersection of European citizenship education and intercultural education. 6. Human rights and human-rights education in Europe. 7. The role of the European Union and the Council of Europe in the development of intercultural education in Europe. 8. European programmes and projects of intercultural education. 9. Europeanising national intercultural policies: mechanisms of influence. 10. The European and intercultural dimensions in education in various national contexts: A comparison. 11. The development and implementation of school policies which promote the European and intercultural dimensions in education. 12. The development and implementation of classroom practices which promote the European and intercultural dimensions in education. 		
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.		
Bibliography	<p><u>Required:</u></p> <p>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). <i>Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p><u>Suggested:</u></p> <p><i>In English:</i></p>		

	<p><i>Aman, R. (2018). Decolonising Intercultural Education: Colonial differences, the geopolitics of knowledge, and inter-epistemic dialogue. London: Routledge.</i></p> <p><i>Aslan, E. (2020). Migration, Integration and Religion in Early Childhood Educational Institutions. Wiesbaden: Springer.</i></p> <p><i>Catarci, M. & Fiorucci, M. (2016). Intercultural Education in the European Context. Theories, Experiences, Challenges. London: Routledge.</i></p> <p><i>Palaiologou, N. & Dietz, G. (2012). Mapping the Broad Field of Multicultural and Intercultural Education Worldwide: Towards the Development of a New Citizen. Newcastle: Cambridge Scholars Publishing.</i></p> <p><i>Sollars, V. (2018). Early Childhood Education in Europe. New York: Oxford University Press.</i></p> <p><i>Souto-Manning, M. (2013). Multicultural Teaching in the Early Childhood Classroom: Approaches, Strategies and Tools, Preschool–2nd Grade. New York: Teachers College Press.</i></p> <p><i>Veugelers, W. (2019). Education for Democratic Intercultural Citizenship. Leiden: Brill/Sense.</i></p> <p><i>In Greek:</i></p> <p><i>Γκόβαρης, Χ. (2011). Εισαγωγή στη Διαπολιτισμική Εκπαίδευση. Ζεφύρι: Εκδόσεις Διάδραση.</i></p> <p><i>Παρθένης, Χ. (2020). Πολιτική και πρακτική της διαπολιτισμικής εκπαίδευσης: Η αναγκαιότητα νέων παιδαγωγικών και θεσμικών προσεγγίσεων στις σύγχρονες πολυπολιτισμικές κοινωνίες. Αθήνα: Εκδόσεις Gutenberg.</i></p> <p><i>Πασιάς, Γ. (2018). Η Ιδέα της Ευρώπης και η Ευρωπαϊκή Διάσταση στην Εκπαίδευση. Αθήνα: Εκδόσεις Γρηγόρη.</i></p> <p><i>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο. Ζεφύρι: Διάδραση.</i></p> <p><i>Χατζησωτηρίου, Χ. & Ξενοφώντος, Κ. (2014). Διαπολιτισμική Εκπαίδευση: Προκλήσεις, Παιδαγωγικές Θεωρήσεις και Εισηγήσεις. Καβάλα: Εκδόσεις Σαΐτα.</i></p>
Assessment	Formative assessment, feedback, individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Bilingualism and Bilingual Education				
Course Code	EDUS 381				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Christina Hajisoteriou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> understand the notions of bilingualism, emergent bilingual student, and bilingual education; examine the fundamental issues related to bilingualism and bilingual education in the contemporary multicultural societies; develop an understanding of new educational policies and practices for bilingual education. understand the necessity and practicality of bilingual education and its socio-political and intercultural applications in our modern world. 				
Learning Outcomes	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> discuss the historical antecedents of bilingual education; explain first and second language acquisition theories; critically examine and evaluate different models of bilingual education; develop and deploy assessments to examine language proficiency; discuss the necessity for the development of a 'shared' political culture for language instruction across various European educational systems. describe the socio-political context of language minority education. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> Bilingualism: definitions, and limitations. Languages in our contemporary society. Bilingualism, cognition and thinking. Cognitive theories on bilingualism. Sociolinguistic theories on bilingualism. Introduction to bilingual education. 				

	<ul style="list-style-type: none"> ● The pedagogy and practices of bilingual education: Models of bilingual education. ● Bilingualism and intercultural education: The emergent bilingual student. ● Second-language acquisition. ● Speech disturbances and multilingualism. ● The history of language minorities. ● The socio-historical context of language minority education.
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p><u>Required:</u></p> <p>Τσοκαλίδου, Π. (2017). <i>Πέρα από τη διγλωσσία στη διαγλωσσικότητα</i>. Αθήνα: Εκδόσεις Gutenberg.</p> <p><u>Suggested:</u></p> <p><i>In English:</i></p> <p>Baker, C. & Wayne, E. W. (2017). <i>Foundations of Bilingual Education and Bilingualism. 6th Edition</i>. Bristol: Multilingual Matters.</p> <p>Bernstein, K. A. (2020). <i>(Re)defining Success in Language Learning: Positioning, Participation and Young Emergent Bilinguals at School</i>. Bristol: Multilingual Matters.</p> <p>Cummins, J. & Hornberger, N. (2010). <i>Bilingual Education. Encyclopedia of Language and Education. Volume 5</i>. New York: Springer International Publishing.</p> <p>García, O., Lin, A. & May, S. (2017). <i>Bilingual and Multilingual Education. 3rd Edition</i>. New York: Springer International Publishing.</p> <p>Huertas, C. A. & Gómez-Parra, M. E. (2018). <i>Early Childhood Education from an Intercultural and Bilingual Perspective</i>. Hershey: IGI Global.</p> <p>Schwartz, M. (2018). <i>Preschool Bilingual Education: Agency in Interactions Between Children, Teachers, and Parents</i>. Berlin: Springer.</p> <p>Schwartz, M. & Palviainen, A. (2018). <i>21st Century Pre-school Bilingual Education</i>. London: Routledge.</p> <p><i>In Greek:</i></p> <p>Μπέλα, Σ. (2018). <i>Η δεύτερη γλώσσα. Κατάκτηση και διδασκαλία (αναθεωρημένη έκδοση)</i>. Αθήνα: Εκδόσεις Πατάκη.</p>



	<p>Σελλά-Μάζη, (2016). <i>Διγλωσσία, εθνική ταυτότητα και μειονοτικές γλώσσες</i>. Αθήνα: Εκδόσεις Λειμών.</p> <p>Σκούρτου, Ε. & Κούρτη-Καζούλλη, Β. (2016). <i>Διγλωσσία και Διδασκαλία της Ελληνικής ως Δεύτερης Γλώσσας</i>. Αθήνα: Σύνδεσμος Ελληνικών και Ακαδημαϊκών Βιβλιοθηκών.</p> <p>Τσοκαλίδου, Ρ. (2012). <i>Χώρος για Δύο. Διγλωσσία και Εκπαίδευση</i>. Θεσσαλονίκη: Ζυγός.</p>
Assessment	Formative assessment, feedback, individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Comparative Education				
Course Code	EDUS 401				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4th year, 7 th semester				
Teacher's Name	Dr. Hadjisoteriou Christina				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected to:</p> <ul style="list-style-type: none"> Analyze some basic issues with regards to the field of Comparative Education. Become acquainted with important people in the field of Comparative Education and understand some important educational systems along with systems for educating teachers in European countries. Examine the educational systems of countries outside Europe in a comparative context. Focus on primary education and the education of teachers in countries such as England, France, Germany, Sweden, Finland etc. Discuss the main problems that the field of education faces nowadays in Europe and in other places of over the world. 				
Learning Outcomes	<p>The students are expected to:</p> <ul style="list-style-type: none"> recognize basic methodological issues pertaining to Comparative Education, its schools of thought and their representatives; analyze representative texts of Comparative Education and identify their relation with the contemporary developments; become acquainted with modern European education systems and teacher education systems; understand basic trends and concerns in Comparative Education so as to reflect on the wider debate on education and educational policies. 				
Prerequisites	None	Required	None		

Course Content	<ul style="list-style-type: none"> ● Introduction: Presentation of the course / basic concepts. ● Methodology of Comparative Education (methods, goals). ● Important people / Schools of Comparative Education. ● Sadler, Kandel, Hans. ● Holmes, Kazamias, Jullien, Khooi. ● Applications in Comparative Education: educational systems, teacher education. ● The English system of teacher education. ● The Swedish and Finnish system of teacher education. ● Comparative research on teacher education in Europe. ● Social representations of European teachers in primary education in comparison to their profession. ● International Comparative Assessments / OECD (e.g. PISA 2012) ● Contemporary issues and trends in Comparative Education.
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, discussions, student presentations.
Bibliography	<p><u>In English:</u></p> <p>Bray, M., Adamson, B. & Mason, M. (2014). <i>Comparative Education Research: Approaches and Methods. Second Edition</i>. Switzerland: Springer International Publishing.</p> <p>Kagan, S. L. (2018). <i>The Early Advantage 1—Early Childhood Systems That Lead by Example: A Comparative Focus on International Early Childhood Education</i>. Columbia: Teachers College Press.</p> <p>Philips, D. (2020). <i>British Scholars of Comparative Education Examining the Work and Influence of Notable 19th and 20th Century Comparativists</i>. London: Taylor & Francis.</p> <p>Manzon, M. (2019). <i>Origins and Traditions in Comparative Education</i>. Oxon: Routledge.</p> <p>Ng, J. (2020). <i>Comparative Perspectives on Early Childhood Education Reforms in Australia and China</i>. Berlin: Springer.</p> <p>Zajda, J. (2021). <i>Third International Handbook on Globalisation, Education and Policy Research</i>. Springer.</p> <p><u>In Greek:</u></p> <p>Μπουζάκης, Σ. (2012). <i>Συγκριτική Παιδαγωγική: Μεθοδολογικές, Θεωρητικές Προσεγγίσεις – Διεθνής Εκπαίδευση – Εκπαίδευση Εκπαιδευτικών – Ευρωπαϊκή Διάσταση στην Εκπαίδευση – Παγκοσμιοποίηση και Εκπαίδευση</i>. Αθήνα: Gutenberg.</p>



	<p>Πασιάς, Γ. (2015). <i>Συγκριτική Εκπαίδευση. Λόγοι και Τόποι</i>. Αθήνα: Εκδόσεις Γρηγόρη.</p> <p>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). <i>Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο</i>. Ζεφύρι: Διάδραση.</p>
Assessment	Formative assessment, feedback, individual research, collaborative work, presentations, participation.
Language	Greek

Course Title	Curriculum and School textbooks				
Course Code	EDUS 404				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4th year, 7 th semester				
Teacher's Name	Dr Ioannis Salvaras				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ol style="list-style-type: none"> 1. Define curriculum and textbooks 2. Explain the relations between curricula and textbooks 3. Explain the process of curriculum design and reform. 4. Textbooks and teaching 5. Identify the functions of textbooks 				
Learning Outcomes	<p>With the completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Define curriculum and textbooks 2. Refer the types of curriculum and functions of textbooks 3. Explain the process of curriculum design and reform by referring to the structural elements of curriculum. 4. Review reforms of curriculum and textbooks 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> ▪ Definitions of the curriculum and textbooks. The relation between them. ▪ Analysing curriculum design. Types of curriculum. Elements of the curriculum. ▪ Curricular aims and objectives ▪ Content of curriculum ▪ Teaching the curriculum ▪ Curriculum evaluation ▪ Textbooks and teaching ▪ Textbooks functions ▪ Textbooks and curriculum reform ▪ Overview of textbooks and curriculum <p>Remark: school textbooks in the educational field of preschool education address the production and use of didactic material.</p>				

Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations
Bibliography	<p>Σαλβαράς, Γ. (2011). <i>Διδακτικός Σχεδιασμός</i>. Εκδ. Διάδραση.</p> <p>Κουλουμπαρίτση, Α. (2015). <i>Το Σχολικό Βιβλίο</i>. Εκδ. Γρηγόρη.</p> <p>Καψάλης, Α. & Χαραλάμπους, Δ. (2008). <i>Σχολικά Εγχειρίδια</i>. Εκδ. Μεταίχιμο.</p> <p>Ντολιοπούλου, Ε. (2013). <i>Σύγχρονα Προγράμματα για παιδιά προσχολικής ηλικίας</i>. Εκδ. Τυπωθήτω- Γ. Δαρδανός.</p> <p>Κουτσουβάνου, Ε. (2013). <i>Προγράμματα Προσχολικής Εκπαίδευσης και η Διαθεματική Διδακτική Προσέγγιση</i>. Εκδ. Οδυσσέας.</p> <p>Αυγητίδου, Σ., Τζεκάκη, Μ. & Τσάφος, Β. (2018). <i>Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν, Αναστοχάζονται</i>. Εκδ. Gutenberg.</p>
Assessment	Participation, project, midterm exam, final exam.
Language	Greek

Course Title	Educational Assessment				
Course Code	EDUS 406				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Prof. Papanastasiou Elena/Dr. Marmara Christiana				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>With the completion of the course students will be able to:</p> <ul style="list-style-type: none"> ● Comprehend the terminology used in educational assessment. ● Learn about and be able to differentiate among the various types of assessment methods and the occasions in which each of them is used. ● Learn about and analyze the various stages of test development ● Develop tests for classroom purposes based on a table of specifications ● Create tests based on guidelines for item writing and test development ● Critically evaluate test quality and analyze test results (e.g. item difficulty index, item discrimination index etc.), in order to make improvements on the tests. 				
Learning Outcomes	<p>With the completion of the course, students will:</p> <ul style="list-style-type: none"> ● Develop test specification tables based on a course's learning objectives ● Learn about, differentiate and analyze the various stages of test development ● Learn about and develop various types of questions to be used in assessments ● Evaluate test questions based on test specifications and item quality ● Be able to estimate the degree of content validity and reliability of test results. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> ● Terminology used in educational assessment ● Types of assessment (concurrent assessment, pretests, posttests etc.) ● Open ended and selected response questions 				

	<ul style="list-style-type: none"> ● Stages of test development ● Item development ● Scales of measurement, types of test scores ● Item analysis ● Reliability and validity of test results
Teaching Methodology	Lectures, discussion, individual and group work guidance, case study analysis of tests and test items
Bibliography	<p>* Παπαναστασίου, Κ. (2017). Μέτρηση και αξιολόγηση στην εκπαίδευση. Λευκωσία.</p> <p>Downing, S.M., & Haladayna, T.M. (2016). <i>Handbook of test development (2nd. Ed.)</i>. Mahwah, NJ: Laurence Erlbaum Associates.</p> <p>Miller, D. M., & Linn, R. L. (2021). <i>Measurement and assessment in teaching</i> (11th ed.). Pearson.</p> <p>* Required bibliography</p>
Assessment	Formative feedback and assessment, individual work, examinations
Language	Greek

Course Title	Learning Disabilities and Emotional and Behavioral Problems				
Course Code	EDUS 407				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Kourea Lefki / Dr. Fella Argyro				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Objectives	<p>The course objectives focus on:</p> <ul style="list-style-type: none"> Defining key terms: learning disabilities, emotional and behavioral disorders Describing the main learning characteristics of each disability category (academic, socio-emotional, behavioral, cognitive) Discussing main trends involved around response to intervention and school-wide positive behavioral supports Suggest evidence-based practices to support students with disabilities in general education settings 				
Learning Outcomes	<p>Upon completion of the course students are expected to:</p> <ul style="list-style-type: none"> Identifying the main characteristics of students with learning disabilities and socio-emotional problems Suggest ways to include successfully students with disabilities in general education settings Create a positive classroom climate for including students with disabilities. 				
Prerequisites	EDUS 207	Required	None		
Course Content	<p>Learning difficulties</p> <ul style="list-style-type: none"> The nature, the reasons, the theoretical issues and the diagnosis of learning difficulties in children and adolescents. The role of the class teacher, the parents and the supportive group of experts in the diagnostic procedure... 				

	<ul style="list-style-type: none"> ● Ways of improving speaking and hearing skills of children and adolescents with learning disabilities. ● Reading, writing and spelling Difficulties ● Difficulties in mathematics ● Strategies for facing learning difficulties in the classroom ● The use of new technology in facing learning difficulties ● The relationship between learning difficulties and behavior problems <p>Behavior problems</p> <ul style="list-style-type: none"> ● The nature, the reasons, the theoretical issues, the diagnosis and the types of behavior problems in children and adolescents. The role of the class teacher, the parents and the supportive group of experts in the diagnostic procedure. ● Theoretical considerations of the behavior problems <ul style="list-style-type: none"> - The behavioral approach - The cognitive approach - The psychodynamic approach - The biophysical approach - The ecosystem approach - A multi-tiered systems of support (response to intervention, schoolwide positive behavior supports) ● Inclusive education and learning disabilities-behavior problems in children and adolescents in the ordinary school
Teaching Methodology	Video, case studies, lectures, webinars, modules, guided notes
Bibliography	<p>In Greek</p> <p>Παντελιάδου, Σ. (2011). <i>Μαθησιακές δυσκολίες και εκπαιδευτική πράξη. Τι και Πως</i>. Πεδίο.</p> <p>Σταυρακάκη, Σ. (2021). <i>Λόγος και νόηση στις διαταραχές παιδιών και ενηλίκων</i>. Βήτα Ιατρικές Εκδόσεις.</p> <p>Τζιβινίκου, Σ. (2019). <i>Αξιολογώ, σχεδιάζω, διδάσκω. Αποτελεσματικές παρεμβάσεις στην ανάγνωση και τη γραφή για μαθητές με μαθησιακές και άλλες δυσκολίες</i>. Readnet Publications.</p> <p>In English</p>

	<p>Gueldner, B. A., Feuerborn, L.L., & Merrell, K. W. (2020). <i>Social and Emotional Learning in the Classroom (2nd ed.): Promoting Mental Health and Academic Success</i>. The Guildford Press.</p> <p>Hawken, L. S., Crone, D. A., Bundock, K., & Horner, R. H. (Eds.) (2020). <i>Responding to Problem Behavior in Schools, Third Edition: The Check-in, Check-out Intervention</i>. Guilford Publications.</p> <p>Hemmeter, M.L., Ostrosky, M.M., & Fox, L. (2021). <i>Unpacking the pyramid model for preschool teachers</i>. Paul Brookes Publishing Co.</p> <p>Myers, D. Simonsen, B., & Freeman, J, (2020). <i>Implementing classwide. PBIS: A guide to supporting teachers</i>. Guildford</p> <p>Vaughn, S., & Bos, C. S. (2020). <i>Strategies for teaching students with learning and behavior problems</i>. Pearson</p>
Assessment	Final exam, weekly assignments, guided notes
Language	Greek

Course Title	Creative Approaches to Teaching Literature				
Course Code	EDUS 423				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year/ 7 th or 8 th semester				
Teacher's Name	Dr. Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hours per week	Laboratories / week	
Course Purpose and Objectives	Based on the New Curricula of Cyprus's Pedagogical Institute, this course attempts to provide students with tools and skills to promote creative teaching of literary texts, both at pre-primary and primary school. Reception theories, theories of genres and thematics will be used to approach literary texts. Interdisciplinarity, creative writing and parallel reading of texts will be adopted as some of the suggested methods to unlock literary works. They will be given suggestions on how to assess the lesson of literature.				
Learning Outcomes	<p>With the completion of the course, students should:</p> <ul style="list-style-type: none"> • interpret and effectively use the New Analytical Programs • discuss and employ reception theories, theories of genres and thematics in order to understand and teach the text • Use the methods of parallel reading and juxtaposing of texts as some essential approaches to teaching literature • apply creative writing as a teaching tool <p>combine various disciplines in the lesson of literature in order to create the critically literate man</p> <ul style="list-style-type: none"> • appraise the values of literature as universal and eternal • understand that the rules of the literary game primarily lead to aesthetic enjoyment • Asses the lesson of literature using appropriate feedback 				
Prerequisites	EDUE 320	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Presentation of the content of primary school literary textbooks. 2. Demonstration of literary production for children and young people beyond textbooks. 3. Presentation of the Analytical Programs of Literature in Pre-Primary and Primary Education 4. Discussion of certain theories of literature 				

	<p>5. The role of the theory of literary genres in the analysis and teaching of a literary text</p> <p>6. Creative writing</p> <p>7. Interdisciplinary Approach</p> <p>8. Assessment of the lesson of literature</p> <p>9. Course Rating of literature</p>
Teaching Methodology	Lectures, Individual and teamwork, Personalized-structured study, student presentations
Bibliography	<p>Αποστολίδου, Β. & Χοντολίδου, Ε. (επιμ.). (2006). <i>Λογοτεχνία και Εκπαίδευση</i>. Τυπωθήτω, Δαρδανός.</p> <p>Βασιλακάκη, Α. & Γιαννακουδάκης, Λ. (2009). <i>Η δημιουργική γραφή στο Δημοτικό Σχολείο. Δραστηριότητες δημιουργικής γραφής</i>. Κέδρος.</p> <p>Eagleton, T. (2014). <i>How to Read Literature</i>. New Haven: Yale University Press.</p> <p>Foster, C.T. (2014). <i>How to Read Literature like a Professor</i>. Νέα Υόρκη: Harper Perennial.</p> <p>Καλογήρου, Τζ. (2016). <i>Το αλωνάκι της ανάγνωσης. Αναλύσεις λογοτεχνικών κειμένων και διδακτικές προσεγγίσεις της λογοτεχνίας</i>. Αθήνα: Επτάλοφος.</p> <p>Καλογήρου, Τζ. & Λαλαγιάννη, Κ. (2007). <i>Η Λογοτεχνία στο Σχολείο: Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές στην Πρωτοβάθμια Εκπαίδευση</i>. Τυπωθήτω, Γ. Δαρδανός.</p> <p>Καρακίσιος, Α. (2008). <i>Ποίηση για παιδιά και νέους. Αναθεωρήσεις και προοπτικές</i>. Ζυγός.</p> <p>Καρακίσιος, Α. & Αρτζανίδου, Έ. (2018) <i>Η λογοτεχνία αλλιώς. Εναλλακτικές καινοτόμες δράσεις</i>, Αθήνα: Καλειδοσκόπιο.</p> <p>Ροδοσθένους, Μ. (2017). <i>Δημιουργική Διδασκαλία της Λογοτεχνίας: Εισηγήσεις και Πρακτικές Εφαρμογές στη Δημοτική Εκπαίδευση</i>. Γρηγόρη.</p> <p>Rodosthenous-Balafa, M., Chatzianastasi, M. & Stylianiou-Georgiou, A. (2021). «Creative ways to approach the theme of cultural diversity in wordless picturebooks through visual reading and thinking», στο F. Maine & M. Vrikki (eds.). <i>Dialogue for Intercultural Understanding: Placing Cultural Literacy at the Heart of Learning</i>, Springer. Open Access https://link.springer.com/book/10.1007%2F978-3-030-71778-0</p> <p>Συλλογικό. (2002). <i>Συνέδριο Σεριζί. Η Διδασκαλία της Λογοτεχνίας</i>. Μιφρ. Ι.Ν. Βασιλαράκης. Επικαιρότητα.</p>



	Showalter, E. (2003). <i>Teaching Literature</i> . Wiley-Blackwell.
Assessment	Continuous assessment - feedback, Individual assignment, Mid-term exam, participation, final examination.
Language	Greek

Course Title	Analyzing art works				
Course Code	EDUS 450				
Course Type	Elective				
Level	undergraduate				
Year / Semester	4 th year, 7 th or 8 th semester				
Teacher's Name	Dr. Eliza Pitri				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> Describe, interpret and assess art works both in the context of a classroom and a gallery. Study visual expression as understanding visual forms, exploring the limits of art educators' interventions. 				
Learning Outcomes	<p>For the student to:</p> <ul style="list-style-type: none"> Identify the main visual elements and principles of design in art works and analyze them in writing and orally using the correct terminology. Discover what artworks mean to him/her based on generalized ideas and through well-supported, convincing, enlightening and comprehensive interpretations. Evaluate art works with arguments, documented conclusions and specific criteria. Plan activities for children's analysis of art works both in the context of a classroom and a gallery. Explain the characteristics of the visual culture approach in art education and provide examples of school activities for developing visual literacy. 				
Prerequisites	EDUP 151 or EDUE 150	Required	None		
Course Content	<ol style="list-style-type: none"> Reconstructing art education. Visual culture – characteristics of a visual culture approach in art education. Image as knowledge. Dialogue through art. The “glance” at school. Technology in art education. 				

	<p>7. Limits in art teachers' interventions.</p> <p>8. Project work in art education.</p>
Teaching Methodology	Lectures, individual and group work, student presentations, discussion forums
Bibliography	<p>Walker, R. (2019). <i>The Art of Noticing</i>. New York, NY: Knopf. ISBN-10 : 0525521240 ISBN-13 : 978-0525521242</p> <p>Tishman, S. (2017). <i>Slow Looking: The Art and Practice of Learning Through Observation</i>. Routledge. ISBN-13: 978-1138240414 ISBN-10: 1138240419</p> <p>Hogan, J., Hetland, L., Jaquith, D. B., & Winner, E. (2018). <i>Studio Thinking from the Start</i>. New York, NY: Teachers College Press. ISBN-13: 978-0807759158 ISBN-10: 0807759155</p>
Assessment	Individual and group research, feedback, individual mid-term project, final exam.
Language	Greek

Course Title	Dance Practicum				
Course Code	EDUS 465				
Course Type	Optional				
Level	Undergraduate				
Year / Semester	4 th year, 7 th or 8 th Semester				
Teacher's Name	Christina Patsalidou				
ECTS	5	Lectures / week	1 ½ hr/week	Laboratories / week	1 ½ hr/week
Course Purpose and Objectives	This course offers students the opportunity to practice teaching dance under the supervision of a qualified instructor in an academic environment. Connections between theory and practice and the discrepancies will be addressed. Practical experience in the classroom will offer the necessary basis for teaching young children with effectiveness and sensitivity on a professional level.				
Learning Outcomes	<p>After the completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> ● Create age and level appropriate creative movement and dance activities, administer and reflect upon them. ● Create creative movement and dance activities in correlation to dance standards ● Experiment and develop appropriate warm up and cool down activities ● Practice teaching creative movement in a supervised environment to pre primary and/or primary students ● Assess and adjust the challenges they encounter in teaching through in-class dialogues and revisions of their lessons. 				
Prerequisites	EDUE 163 EDUE 397	Required		-	
Course Content	<ol style="list-style-type: none"> 1. Creation of tasks, exercises and combinations using the USA anchor standards 2. Warm up and cool down 3. Observation of dance classes 4. Student assessment and evaluation methods 5. Student teaching, self-assessment and reflection 				

Teaching Methodology	In class activities and discussions, individual and group projects, observation of dance classes, workshops exploring movement through free and guided improvisation, student teaching
Bibliography	<p>Risner D, Schupp K. (2020). Ethical Dilemmas in Dance Education: Case Studies on Humanizing Dance Pedagogy. McFarland & Company, Inc., Publishers.</p> <p>Naughton C., Cole D. (2018) Art, Artists and Pedagogy, Philosophy and The Arts in Education. Routledge.</p> <p>Halprin A, Kaplan R. (2019) Making Dances That Matter: Resources for Community Creativity. Wesleyan University Press.</p> <p>Midgellow, V. (2019) The Oxford Handbook of Improvisation in Dance. OUP USA</p> <p>Shupp K. (2020) Dance Education and Responsible Citizenship. Promoting Civic Engagement through Effective Dance Pedagogies. Routledge</p> <p>Koff, S. (2021) Dance Education. A Redefinition. Bloomsbury Publishing</p> <p>Blackburne L. (2020) Dance Education Resources: For The Classroom. Independently published</p>
Assessment	In-class Participation, Creation of creative movement / dance activities, , Student Teaching, Self evaluation, Feedback Observation Paper
Language	Greek

Course Title	Thesis				
Course Code	EDUS 499				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year				
Teacher's Name	Dr. Petrou Alexis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ul style="list-style-type: none"> • To critically examine in depth a specific research topic of interest • To expand their skills on the research process • To apply the scientific method to complete a research study in order to solve a research problem 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> • Comprehend, analyze, and evaluate research articles. • Write a literature review • Develop research questions and design a proposal for a small scale research study in order to solve a research problem in education • Study in depth a specific topic of interest • Familiarize themselves and engage in the research process • Write-up and present a research study • Develop their communication and presentation skills 				
Prerequisites	EDUS 204	Required			
Course Content	<ul style="list-style-type: none"> • Purpose of the study, research questions and hypotheses • Variables • Literature review and APA • Research methodology • Data collection and analysis • Write-up and presentation of a research project 				

Teaching Methodology	Lectures, individual work, individual feedback, literature reviews
Bibliography	<p>Fraenkel, J. R., & Wallen, N. E. (2014). <i>How to Design and Evaluate Research in Education</i> (9th ed.). New York. McGraw-Hill Companies.</p> <p>Βενιανάκη, Αι. & Γεωργιάδη, Μ. (2021). <i>Συγγραφή επιστημονικής εργασίας στις κοινωνικές και ανθρωπιστικές επιστήμες</i>. Αθήνα: Gutenberg.</p> <p>Papanastasiou, E. C., & Papanastasiou, E. C. (2016). <i>Methodologia Ekpedeft Erevnas</i> [Methodology of Educational Research] (3rd ed.). Nicosia. (pp. 393).</p>
Assessment	Assessment of research project in collaboration with selected faculty member. The final project is presented to the evaluation committee. The committee includes the responsible faculty member plus two other faculty members from the Department.
Language	Greek