UNIVERSITY OF THESSALONIKI
FACULTY OF EDUCATION
SCHOOL OF PRIMARY EDUCATION

GUIDE OF PROGRAM STUDIES 2010-2011

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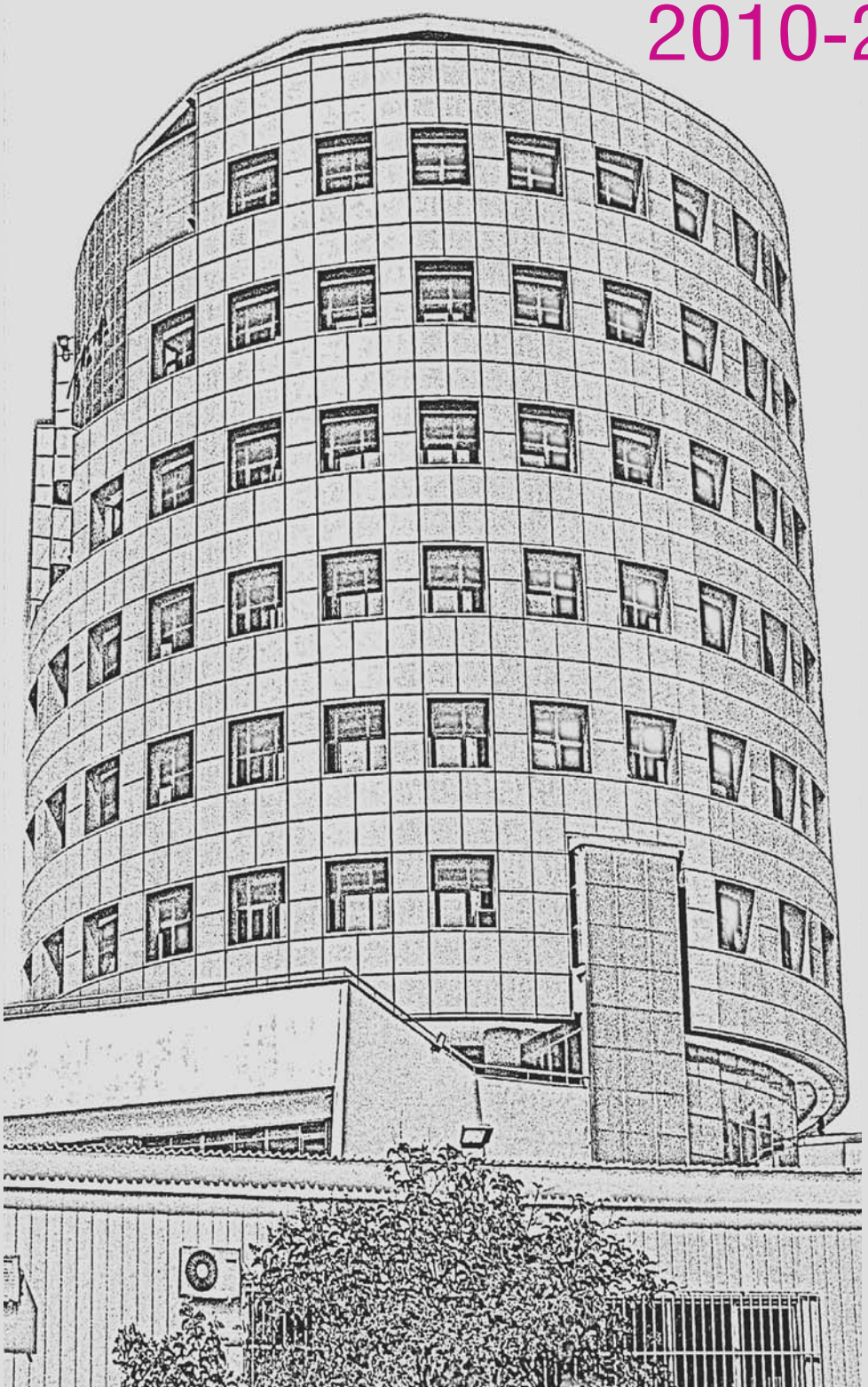
ORGANIZATION AND OPERATION OF THE SCHOOL

CONTENTS OF THE UNDERGRADUATE PROGRAM

SCHOOL OF PRIMARY EDUCATION

GUIDE OF PROGRAM STUDIES
2010-2011



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1. THE STRUCTURE OF THE SCHOOL

The School of Primary Education of the Aristotle University of Thessaloniki was established by the Presidential Decree 320/83 and started accepting students in the academic year 1986-87. The School of Primary Education and the School of Preschool Education constitute the Faculty of Education of the Aristotle University of Thessaloniki.

The School of Primary Education offers:

a) A four year Bachelor's Degree Program
b) A doctoral Degree in Educational sciences
c) A two-year training course for in-service primary school teachers at the "Dimitrios Glinos" Training Program.

The School of Primary Education enrolls about 2200 undergraduate students, 140 PhD students, 26 postgraduate students,240 primary school teacher traineeships.

The School of Primary Education consists of three departments:

A. THE DEPARTMENT OF SOCIAL AND CULTURAL STUDIES

Head of the department

Mitakidou Christodoula, associate professor
The teaching of Second/Foreign Language and Cross - Cultural education.
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Faculty Members (ΔΕΠ)

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Psychology with emphasis in planning psychosocial interventions
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Clinical Social Psychology
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Forms of Literacy with Emphasis in Virtual Literacy
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Pavlidis Periklis, assistant professor
Philosophy of Education
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Repousi Maria, associate professor
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Computational Linguistics and Pedagogy
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Charalambous Dimitrios, professor
Educational policy
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B. THE DEPARTMENT OF SCIENCES AND NEW TECHNOLOGIES

Head of the department:

Avgoloupis Stavros, professor
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Teaching Research Staff (ΔΕΠ)

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Markopoulos Ioannis, associate professor
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C. DEPARTMENT OF PEDAGOGY AND SOCIAL EXCLUSION

Head of the department:

Tsiakalos Georgios, professor
Pedagogy
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Teaching and Research Staff (ΔΕΠ)

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Liambas Tasos, assistant professor
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1. THE STRUCTURE OF THE SCHOOL

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Tressou-Fatourou Evaggelia, professor
Pedagogy with emphasis in Education of Special Groups and in the Teaching of Mathematics
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Teaching Staff 407/80

Papanikolaou Charikleia
Instruction of Music
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Miltsakaki Kalliope, English Teacher
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E-mail: milka@eled.auth.gr

Papageorgiou Eva
Make believe games
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Kolountzos Vasilios, department of Sciences and New Technologies
Contact information
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E-mail: bkoul@eled.auth.gr

Undergraduate Student Representatives
Full Members
Substitute Members
Graduate Student Representatives
Technical Support Staff Representative
Eleftheriadou Georgia (full member)

2. LOCATION OF THE SCHOOL

The School is housed in the Education Faculty Building (Tower), on the east side of the university main campus. The Tower also houses the Administration Offices, the Library, classrooms, and faculty offices.
The auditorium, the labs of the School and the Secretariat of the in-service Teacher Training Program, “Dimitrios Glinos ”, are in the Old Academy Building (27-29 Archaelogikou Mouseiou st)

3. ADMINISTRATION OF THE SCHOOL

CHAIR OF THE SCHOOL

Grollios Giorgos, associate professor

VICE CHAIR OF THE SCHOOL

Charalambous Dimitrios, professor

ADMINISTRATIVE BOARD OF THE SCHOOL

Members

1. **Avgoloupis Stavros**
   professor, head of a department
2. **Grollios Giorgos**
   associate professor chair
3. **Mitakidou Christodoula**
   associate professor, head of a department
4. **Tsiakalos Georgios**
   professor,head of a department
5. **Charalambous Dimitrios**
   professor, vice chair

SUBSTITUTE MEMBERS

4. TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF

SECRETARIAT

Head of the Secretariat
Koukounaris Zacharias
2310995050

Administrative Staff

1. **Ziogas Konstantinos** (secretariat of departments), 2310991240
2. **Tsolakopoulou Chrisoula**, 2310995048
3. **Flaskou Erato**, 2310995056

Undergraduate Program

4. **Geromichalou Theocharoula** , 2310995060
5. **Patsioudis Sotiris** , 2310995057
6. **Sachinidou Eleni**, 2310995028

Graduate Program

7. **Chtzikyriakidou Zografia**, 2310995054

Computer lab

8. **Grigoriadis Nikolaos**, 2310991203

The Secretariat is located on the 2nd floor of the Tower building and is open for students on weekdays from 12.00 to 13.30. The Secretariat is responsible for students' registration as well as for issuing certificates, student IDs , examination results, transcripts, course and examination timetables, etc. Students can also get information by phone, 2310995028, 2310995056, 2310995057, 2310995048,2310995060 and by email: info@eled.auth.gr

5. THE LIBRARY

The Library of the Faculty started as a branch of the main library of Aristotle University in 1984, immediately after the School's establishment. It is located on the second floor of the Tower building. Its collection consists of 30.000 volumes and 83 periodicals, 16 Greek and 67 foreign. It is open all days of the week from 9.00 am to 7.00 pm. The use of the Library facilities is free for all members of the academic community (faculty members, teaching and technical staff, students, traineeships) during lending hours and they can all have access to the Electronic Resources of A.U.TH Library System through http://web.lib.auth,gr . According to the Regulation of AUTH Library System, undergraduate students are allowed to borrow up to 4 books for a period of 15 days, while faculty members, graduates and traineeships are allowed to borrow up to 15 books for a period of 30 days. Periodicals, reference material and textbooks taught in the School cannot be borrowed. In case a book has not been requested, there is a renewal option of borrowing. For each book that has not been returned on time there is a fine of 0,30 euro per day. Students who have not paid their fine cannot borrow books from any library of the System.

Library Staff

Bougatzeli Evaggelia
2310 991165
Lazaridis Kostas
2310 995047
Nouni Adriana
2310 991242
Papazoglou Aggeliki
2310 991210 fax: 2310 991210

6. STUDENT UNION

The Student Union of the School, as of every other School, is a private entity. It is governed by the Administrative Board which is elected by the students' election every year. The Union's office is located on the 3rd floor of the Tower building. (Telephone: 2310 991276)

The Student Union has organized various cultural and athletic clubs as the film club, the dance club, the basket club, the soccer club, the chess club. etc

6. PROGRAM OF STUDIES

The Program of Studies consists of compulsory courses, compulsory-electives, electives, the practicum and the proficiency of a foreign language.
Compulsory courses (core courses) are 20, and are called so because they have to be attended by all students, that is students are not able to graduate without passing these specific courses.
Compulsory-electives are 4
Electives are called so because students have the freedom to choose, as opposed to compulsory, from a wide variety of courses. It is a graduation requirement for the students to have at least 20 electives.

The practicum is a requirement for graduation and is completed through the attendance of the compulsory course: Preparation, Conduct and Assessment of Teaching.
Proficiency of a foreign language is also a graduation requirement. The School offers English and French. Students wishing to attend another foreign language may do so at the Foreign Language Center of A.U.T.H.

Compulsory Courses
Compulsory courses are offered in both semesters (Winter and Spring). They have a code starting with A (A-1, A-2 etc)
Due to the lack of classroom space, students attending compulsory courses are divided into two groups, each group attending the same course in a different semester.

Winter Term: 27.09.2010-14.01.2011
Examination Period : 17.01.2011-04.02.2011
Spring Term: 07.02.2011- 27.05.2011
Examination Period: 30.05.2011 - 17.06.2011

Holidays
Christmas Holidays
Carnival Holiday from Thursday to Tuesday
Spring Holidays (Easter Holidays)
Summer Holidays, usually in the months of July and August

University Holidays
October 26 and 28
November 17
January 30
March 25
May 1
And Whit Monday

COMPULSORY COURSES

		Credits
A-1.1	Psychology and School	3
A-2	Sociological , Philosophical, and Historical Options of Education	6
A-3	Learning processes in school	3
A-4	Inclusive pedagogy	3
A-5	Antiracist, Antisexist and Cross-cultural Education	3
A-6	Educational Technologies and Computers in Education	6
A-22	Methodology of educational research	3
A-8	Preparation, Conducting and Evaluation of Teaching	21
A-9	Language and Literacy at School	6
A-10	Teaching Greek Language	6
A-11	Literature in Education	6
A-21	Didactics of History	3
A-13	Arts in Education	6
A-14	The Teaching of Mathematics	6
A-15	Science Education	6
A-16	Study of the Natural and Social Environment	6
A-17	Sociology of Education	3
A-18	Introduction to Pedagogy	3
A-19	Educational Policy and Educational Reform in Modern Greece	3
A-20	Pedagogy: practice at school	3
	Total	**105**

ELECTIVE COURSES

Each elective course carries 3 credits

E-4 Musical Theory Elements- Music Didactics
E-7 Gender and Education
E-8 Hands-on science
E-10 History of Modern Greek Education
E-13 Teaching of Geography
E-15 Science for Citizenship
E-16 Astronomy in Education
E-17 Physical Geography and the Environment
E-18 Literature and education
E-21 Curriculum :Theory and praxis
E-22 Disability and educational practices
E-29 Philosophy of education
E-30 Teaching science concepts in the classroom
E-33 Mental health for schools
E-36 Educational approach of intellectual disability
E-37 Science and culture in education
E-41 Literature and society in interwar Greece
E-42 Teachers: mission, role, and profession
E-43 Modern greek pedagogues
E-47 Theatre education for expressiveness and communication
E-49 Music kinetics education
E-50 The medical bases of hearing problems in children
E-53 Gnoseological issues of education
E-54 Home-School partnerships and children's psychosocial well-being I
E-57 Introduction to cultural theory
E-59 Theatre education in expressiveness and communication I
E-61 Physical education I
E-62 Physical education II
E-67 Environmental education
E-71 Education for sustainable development: teaching approaches and strategies
E-72 Home-School partnerships and children's psychosocial well-being II
E-74 Children's literature
E-75 Computational linguistics and teaching of modern Greek
E-88 Introduction to educational policy
E-90 Issues of greek and european history
E-91 Introduction to philosophy of science and technology
E-93 Psychosocial identities of children in/with Media: Process of education, representation and participation
E-94 Research on school textbooks
E-95 Women's poetry
E-97 Social psychology and education I
E-98 Building an inclusive learning environment for second language acquisition
E-99 Contemporary energy problems and sustainable development
E-100 Minorities and mathematics
E-102 Digital literacy
E-103 ICTS in education
E-104 Ethics of science and technology
E-105 New technologies and intercultural education
E-106 Astrophysics and cosmology in education
E-107 New technologies and contemporary issues
E-108 Science in the lab
E-109 Social psychology and education II
E-110 Developing literacy through children's literature

ELECTIVE COURSES

E-111 Multimedia in the teaching of history

E-112 Bilingualism and education issues

E-113 New technologies and education for the environment

E-114 Greek as a second/foreign language in the diaspora

By choosing 20 of the above compulsory courses, plus 1 compulsory elective course, students earn the 60 credits required for graduation, added to the 105 credits of elective courses plus the foreign language (the total credits required for graduation are 168) .

COMPULSORY ELECTIVE COURSES

YE-1 New teaching practices in literature class

YE-2 Designing new instructional practices for literacy learning in greek schools

YE-3 Multimodal discourse teaching practices

YE-5 Teaching science in the classroom

YE-6 Mathematics teaching: from theory to practice

Foreign Languages ***3 credits total***

- Teaching English as a second language
- Comprehension and analysis of educational readings in English
- Comprehension and analysis of educational readings in French

Computer literacy

COURSES DISTRIBUTION PER SEMESTER

Semester	Compulsory Courses	Elective Courses
Α΄	Α-1-1 (Α-Λ), Α-2 (Μ-Ω), Α-3 (Α-Λ), Α-4 (Μ-Ω),Α-22(Μ-Ω), Α-16 (Α-Λ) Α-18 (Α-Λ), Α-17 (Μ-Ω)	Ε-4, Ε-42, Ε-57, Ε-61,Ε-90, Ε-91 Foreign languages Computer literacy
Β΄	Α1-1(Μ-Ω),Α-2 (Α-Λ), Α-3 (Μ-Ω), Α-4 (Α-Λ), Α-22 (Α-Λ), Α-16 (Μ-Ω), Α-17 (Α-Λ), Α-18(Μ-Ω)	Ε-21, Ε-30, Ε-50, Ε-62 ,Ε-67, Ε-74,Ε-104 Foreign languages Computer literacy
Γ΄	Α-5 (Α-Λ), Α-6 (Μ-Ω), Α-9 (Α-Λ), Α13 (Μ-Ω), Α-20 (Α-Λ)	Ε-8, Ε-10, Ε-16, Ε-17,Ε-33, Ε-37,Ε-85, Ε-96, Ε-98,Ε-99,Ε-100, Ε-112 Foreign languages
Δ΄	Α-5 (Μ-Ω), Α-6 (Α-Λ), Α-9 (Μ-Ω), Α-13 (Α-Λ), Α-20 (Μ-Ω)	Ε-15, Ε-29, Ε-41, Ε-93, Ε-97, Ε-105, Ε-106,Ε-107,Ε-108, Ε-109,Ε-114 Foreign languages
Ε΄	Α-10(Μ-Ω), Α-11 (Α-Λ) Α-14 (Μ-Ω), Α-15 (Α-Λ)	Ε-7, Ε-18, Ε-22, Ε-53, Ε-54, Ε-59, Ε-71, Ε-75, Ε-78,Ε-94,Ε102, Ε-103 Foreign languages
ΣΤ΄	Α-10 (Α-Λ), Α-11 (Μ-Ω),Α-21(Α-Λ) Α- 21(Μ-Ω), Α-14(Α-Λ),Α-15 (Μ-Ω)	Ε-13, Ε-36, Ε-43, Ε-47, Ε-49, Ε-72, Ε-88, Ε-95, Ε-110, Ε-111,Ε-113 Foreign languages
Ζ΄	Α-8 (Α-Λ),Α-19(Μ-Ω)	ΥΕ-2,Υ Ε-3 Foreign languages
Η΄	Α-8 (Μ-Ω),Α-19(Α-Λ)	ΥΕ-1,Υ Ε-2, ΥΕ-3, ΥΕ-5,ΥΕ-6 Foreign languages

COMPULSORY COURSES

A-1-1 PSYCHOLOGY AND SCHOOL

Aidinis, A. & Bibou, A.

1rst & 2nd semester, 3 units

The module aims at integrating recent critical approaches concerning the application of psychological theories in the school context. Our main focus is upon theories and practices of cognitive, emotional and psychosocial development of children and young people within the contexts of the school and the family.

A-2 A-2 SOCIOLOGICAL, PHILOSOPHICAL AND HISTORICAL OPTIONS OF EDUCATION

Tzikas, Ch. – Pavlidis Per.

1st & 2nd semester, 3 units

This course presents the development and the social role of pedagogic ideas and of educational institutions, in relation to an analysis of philosophical theories that they founded the meaning of education. The purpose of this course is the cultivation of historic understanding as far as the basic sociological and theoretical options of education is concerned.
This course deals with the basic concepts of pedagogy and analyses the general principles of social and philosophical views of education. The containing of the course stretches on all the periods of the west thinking development and includes:

- Philosophical and pedagogical ideas and educational institutions of classical antiquity, of christian ideology, of middle ages and of Byzantium.
- Education and pedagogical ideas of Renaissance. The idea of humanism. The era of Reformation and of Counterreformation.
- The pedagogical ideas in the era of Autarchy.
- Philosophical ideas and pedagogic suggestions in the era of Enlightenment. The meaning of education in german classical philosophy.
- Idealism and nationalism during 19th century.
- Education and social emancipation in the studies of classical Marxists.

Pragmatism and the movement of progressive education. Pedagogical streams of 20th century.

A-3 LEARNING PROCESSES IN SCHOOL

Marvakis, A.

1rs t& 2nd semester 6 units

A-4 INCLUSIVE PEDAGOGY

Karagianni, P.

1st & 2nd semester, 3 units

This module focuses for the most part on those aspects of Inclusion related to disability. The module will introduce students to Inclusion and to the theoretical frameworks in which it is grounded. It will develop students' knowledge, understanding and capacity to critically appraise and reflect on :

- Disability: Language, history, special education, politics and disability movements
- Inclusive education: concepts and contexts
- Approraches: medical and social models of Inclusion, together with the associated policies
- Values, structures and processes of the greek education-

al system and its role in supporting or preventing the development of inclusive practice
- Disability studies and their role in Inclusive Pedagogy.

A-5 ANTIRACIST, ANTISEXIST AND CROSS-CULTURAL EDUCATION

Tsiakalos, G.

3rd & 4rth semester, 6 units

Why do we deal with antiracist, antisexist and cross-cultural education?
- Immigration
- Multicultural societies
- Definitions of the minority. Minority rights in the contemporary world
- Greeks in other countries
- Multiculturalism in contemporary Greece
- The new school reality

What is racism and how is it created?
- Its association with bias
- Its association with social classifications
- Its association with power, discrimination and exploitation
- Definitions of racism and their importance for praxis

History of racism: Theory and politics
- The making of racist theories
- From racist theory to racist politics
- Nazist Germany, apartheid in South Africa, prejudice in the USA.
- The situation in Europe today

Sexism
- Review of “scientific” theories on women’s inferiority
- Interpretations of the dissimilar positions of genders in society
- Sexism: Ideology and praxis

Racism and sexism at school

Overt and covert racism
- Everyday racism
- Disregard of the language and culture of minorities and immigrants
- Blaming of the victims

Overt and covert sexism
- Everyday sexism
- Sexism in school textbooks and workbooks
- Sexism in school practice

Strategies of antiracist and antisexist education
- Deconstruction
- Prevention
- Faults and risks

Cross-cultural education
- Typology, principles
- The official policy for cross-cultural education
- Comparison of cross-cultural education programs in Europe, USA, Canada, Australia

Bilingualism
- Perceptions about bilingualism
- Teaching approaches for the acquisition of a second language

Implementation of antiracist, antisexist and cross-cultural education

- Establishment of an open, friendly learning environment
- Applications in the various cognitive areas

A-6 EDUCATIONAL TECHNOLOGIES AND COMPUTERS IN EDUCATION

Psillos, D.

3rd Semester , 6 units

This lesson is taught for six hours per week and includes lectures and laboratory applications
The content of this lesson is structured in 7 thematic parts

Part 1

- Educational Technology
- Historic development, classic models and their characteristics
- Educational Technologies and cognitive theories

Part 2

- Educational technologies and sociocultural learning theories
- Features of technologies that facilitate learning, pedagogic value
- Visual representations and communications and didactical analysis, multiple representations
- Technologies and authentic sittuations

Part 3

- Educational software and evolution of softaware
- Classifications of educational software
- Drill and practice software
- Multimedia encyclopedias
- Interactive white boards
- Laboratory applications

Part 4

- Simulation systems
- Modeling systems
- Virtual laboratories
- Laboratory applications

Part 5

- Didactical scenarios, didactical activities, design and development of lessons

involving software

- Critical discussion of didactical activities employing software, enriching lessons with technology based activities
- Laboratory applications

Part 6

- The Web: Features and structure, distance learning and cooperative approaches
- Sites and portals, searching machines
- Web quest for text and multi media. Developing web based lessons
- Web2 and educational applications
- Laboratory applications

Part 7

- Educational technologies in primary and secondary education
- Curriculum, technologies and educational practices
- Case studies

A-6 EDUCATIONAL TECHNOLOGIES AND ICTS IN EDUCATION

Drenogianni, H.

4rth semester, 6 Units

Entry requirements:
The module is compulsory and is being offered to 2nd year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.

Module Aim:
The theoretical examination and practical understanding of issues related to the pedagogical use of traditional and modern educational technologies and the systematic investigation of the processes entailed in the design, creation, use, evaluation and management of various teaching media and learning resources.

Learning Objectives:
Within the duration of the course, students will hopefully:

- Familiarize themselves with the scientific field of Educational Technology, as well as examine the characteristics, the teaching and learning capabilities and the limitations of a variety of traditional and contemporary technologies, teaching media and learning resources.
- Understand the basic concepts, principles and processes involved in instructional design and approach in practical terms issues of design, development, selection, use and evaluation of teaching media and learning resources by placing emphasis on the creation of educational materials.
- Investigate the multi-dimensional role of Information and Communication Technologies (ICTs) in the Primary school curriculum.
- Develop awareness of the multi-faceted educational technologies and software applications available for school use and examine the processes and practicalities of using ICTs in the teaching and learning of various curriculum subjects.
- Approach in theoretical and practical terms the teaching and learning opportunities of using the Internet and Web 2.0 technologies in education.

Module Content:
The content of this module is developed around six main thematic areas which may be analyzed as follows:
Thematic area 1
Educational Technology and Educational Technologies

- The history of the scientific field and the evolution of media
- Past and contemporary conceptual approaches
- Beliefs about the pedagogical value of educational technologies

Thematic area 2
The pedagogical use of educational technologies in teaching practice: Fundamental concepts, principles and processes of instructional design

- The processes of teaching and learning – Learning theories, representative pedagogical principles and teaching models
- Approaches to instructional design
- Teaching and learning goals, contents, methods, formats and media

Thematic area 3
The pedagogical use of educational technologies in teaching practice: Issues of design, selection and use of teaching media and learning materials.

- Integrating ICT in the process of teaching
- Types and taxonomies of educational technologies, media and materials with an emphasis on educational software
- Characteristics, advantages and limitations of educational technologies, media, and materials.
- Criteria of selecting educational technologies, media, and materials for use in the classroom.
- Lab activities

Thematic area 4
Teaching and Learning through ICT tools – Social Sciences and Humanities

- The use of ICT in teaching and learning Language arts and History
- Educational Software for Language Arts and History

- Lab activities concerned with the development of educational materials

Thematic area 5

Teaching and Learning through ICT tools – Mathematics and Natural Sciences

- The use of ICT in teaching and learning Mathematics, Natural and Environmental Sciences
- Educational Software for Mathematics and Natural Sciences
- Lab activities concerned with the development of educational materials

Thematic area 6

The use of the Internet in Education

- Educational materials, tools and software on the World Wide Web – Web 2.0 technologies and services
- Issues of evaluating online educational materials and websites
- Communication through the Internet
- Learning by Distance
- Lab activities concerned with the development of online educational materials

Organization and methodology:

The module is consisted of six main thematic areas, each of which has a duration of 10-13 hours. A high percentage of teaching and learning time (65%) is going to be taught through exposition and presentation by tutor, group discussions, whole-class demonstrations and activities. The remaining time (35%) is involving hands-on practical lab exercises in which students will be required to create and develop educational materials in a systematic and organized fashion.

A-7 METHODOLOGY OF EDUCATIONAL RESEARCH

1rst & 2nd semester, 3 units

Aidinis, A. Karagianni, P., Liambas, A. Drenogianni, H.

Aims of the course:

The theoritical study and practical approach to basic research methods in the field of social sciences and humanities.More specifically the course tries to address gemeral issues concerning the design of an investigation,research data collection methods and basic processing techniques and analysis of qualitative and quantitative data.

Practical examples from the wider field of educational research will be used.

Contents-Modules

Design and formulation of research questions, assumptions and acticipation.

Sampling techniques (random, systematic,cross,etc)

General issues of research design

Research data collection methods:action research and the teacher as a reseacher.

Research data collection methods: interview

Research data collection methods: observation

Research data collection methods: data coding and key descriptors

Research data collection methods: parametric and nonparametric tests

Research data collection methods: qualitative analysis

Research data collection methods: implementation and utilization of research-action results.

A-8 PREPARATION, CONDUCTING AND EVALUATION OF TEACHING

Grollios, G. Liampas, A.

7th and 8th semesters, 21 units

The subject's syllabus is focused mainly on the analysis and the reasoning of the theoretical arguments of five Schools of Pedagogical Thought, examining, thus, the main themes and issues, the content, the methods and the equipment of didactics and teaching in each of them. More specifically the subject covers:

Pedagogic theories

- The socio-political conditions and philosophical under-pinning related with the appearance and dominance of F. Herbart's Pedagogy in 18th century Germany. The basic elements of Herbartarian Pedagogy (i.e. the five practical ideas as pedagogic objects, the vivid psychology, cybernetics, the organize of the subject's content, the teaching and the education, the five stages of teaching); the theoretical-practical criticism against the traditional pedagogy from different trends of pedagogic thought.
- The socio-political foundations of Progressive Education's movement in the USA. The main representative of Progressive Education's movement J. Dewey, the child-centered views of S. Hall, the social reconstruction developed by G. Counts, H. Rugg and T. Brameld. Also, the course outline examines the educational experimentations in the USA (i.e. W. Parker's school, Platoon's school, Dalton and Winnetka plan, the Project method), and, the criticism against the Progressive education movement from other pedagogic frameworks of the thought and practice.
- The cooperative learning movement and the cooperative teaching/learning (i.e. its theoretical foundations, the roots of cooperative teaching, the formation of pupils' teams, the methods of collaborative teaching, the instruction, the learning and the interplay in pupils' teams in the collaborative teaching/learning, the consequences of cooperative teaching and learning on the individual and the society), the criticism against the collaborative teaching/learning.
- The programme of study and reflects upon the actual reasons of the emergence and dominance of the Technocratic perceptions for education in the USA; the technocratic aspects for curriculum's development and evaluation (i.e. the F. Bobbit's perceptions, the formal formation of the planning of the school curriculum by R. Tyler, the Taxonomy of Educational Objectives by B.S. Bloom); the international spread of technocratic perceptions; and; finally, on the contemporary criticism against them.
- We examine the content and the structure of the Pedagogy of Liberation by Paulo Freire. The basic elements of Pedagogy of Liberation (that is, the political nature of education and literacy; the searching about generative themes for curriculum's construction; the criticism against the notion of banking education; and; the conditions that generate and promote the pedagogic dialogue). We shall look at the international influence of Pedagogy of Liberation and the criticism regarding Freirean Pedagogy of/for Liberation.

Assessment

The emphasis is placed towards pupil's assessment. The course offers a deep-stated awareness about the meaning of the pupil's assessment, examining the historical, ideological and socio-political roots and dimensions of assessing systems (focused mainly on the analysis and the reasoning of the theoretical arguments of: M. Weber, T. Parsons, M. Foucault, P. Bourdieu, S. Bowles & H. Gintis), the studies and the pedagogic function of the assessment procedures, analyzing the history of pupil's assessment in the Greek elementary school.

In addition, the course explore considers:

- the types of assessment (i.e. diagnostic, formative, summative), the forms of assessment (i.e. criterion referenced assessment, norm referenced assessment, ipsative/self-referenced assessment) and their contribution to the ris-

ing of learning;

- the role of question, the support and feedback in assessment (based on the views about the learning of Piaget, Vygotsky, Bruner, Bloom);
- the methods for assessing knowledge (i.e. exams, tests, objective tests, oral assessment) and their characteristics; the assessment based on Bloom's taxonomy (i.e. tasks/objectives, performance criteria); the reinforcement and the motivations for learning; the self-assessment and the peer assessment;, the portfolio assessment;
- the grading schemes and the measurement (i.e. grades, marks); the descriptive assessment;
- the influences of the forms/types of assessment on the selection, organization and formation of school knowledge;
- the consequences of assessment on the form / method of teaching, on the pedagogic relationship, and, on the relations among pupils/parents.

Teaching practice

The students participate in small groups of five persons in the teaching practice.
In a number of public Elementary schools of Thessaloniki for two weeks the students attend the teaching of a teacher in a certain classroom, using a recording list (about the objectives, the methods, the forms the equipments and the assessment of teaching). Afterwards, in the same classrooms for six weeks, each student teaches different subjects of the curriculum adopting different methods each week, a method reflecting the characteristics of the pedagogic norm presented during the lectures along the semester.

A-9 LANGUAGE AND LITERACY AT SCHOOL

Aidinis, A., Kostouli, T., Mitakidou, Chr., Papadhmhtriou, E.

3rd & 4rth semester, 6 units

The way language is used for interaction that facilitates communication and the way by which language use shapes learning in school contexts constitute very important topics of discussion in current educational research. Recent work (especially in the field of literacy studies) has illustrated that interaction in school contexts constitutes a complex process of negotiating meanings through the production and interpretation of oral and written texts. Indeed, these texts as well as the way they are used in various social contexts – including school-based ones – cannot be seen as neutral means participants use for conveying information; they rather comprise a system or a set of social practices – a set of literacy practices. Literacy and specifically the notion of school literacy is used in current research in reference to the way in which the activities of reading, writing, speaking and listening relate to each other for the attainment of specific communicative purposes as well as for the construction of students as specific kinds of literate subjects.
This course investigates the nature of school literacy by attending to and analyzing the various processes by which the members of a school community, teachers and students, interact with each other; this interaction is mediated by the oral and written texts teachers and students co-construct. As proposed, the kinds of texts school regards as important and the way children participate in various activities concerned with the production and interpretation of texts cannot be seen as neutral. They rather index and constitute a system of positionings against language, knowledge and the world in general. It is through the interlacing of these positionings that students are shaped and emerge as particular kinds of literate

subjects with a critical orientation to knowledge.
Developed in 5 sections, the course discusses in detail the basic theses, terms, assumptions and ideological meanings that underline the study of language and literacy in school communities. Specifically:
In the first section under the title 'Basic notions' the basic terminology is introduced as regards the study of language as a system and as a means of communication.
The various levels of language description proposed by linguistic literature are outlined, as well as the units of analysis and the ways these linguistic units relate to each other. The emphasis is not on simply outlining these developments but rather on illuminating the way by which these notions can be taken up by teachers to enrich their understanding of the linguistic and communicative competencies with which children come to school.
The second section entitled 'Literacy in the preschool and early school years' presents the psycholinguistic theories that have been proposed with regard to early literacy acquisition, outlines the various kinds of competencies constituting emergent literacy and discusses topics on early reading and writing.
The third section entitled 'Language and the various forms of textual literacy during the school years' focuses on the various kinds of texts that students are expected to produce and negotiate in the school context. Emphasis is placed on the speech and literacy events children and teacher co-construct both for the negotiation of authentic texts as well as for the revision of the texts children produce within their school communities. Through the analysis of authentic data the discussion delineates the way communicative practices contribute to the interactive construction of locally-valued definitions of the activities of reading and writing.
The fourth section entitled "Linguistic and visual literacy in the school years" outlines the notion of visual literacy as it is used in the school context. More specifically, the section:
(a) makes an introduction to the notion and to the various kinds of visual literacy,
(b) presents various strategies for visual representations (based on Kress & Van Leeuven theory of visual design),
(c) outlines the most important cognitive and metacognitive strategies for processing visual representations, and
(d) explores, through the study of specific examples, the way in which the various kinds of tools used for the visual representation of information can be taken up by teachers and students in their teaching and learning practices.

The fifth section entitled "Literacy in a second language" describes and discusses the intricate and complex process of acquiring a second language in diverse educational settings. Apart from methodological questions pertaining to the teaching of a second language, discussion focuses on factors that contribute and factors that restrict the acquisition of a second language. Methods, strategies and practices are presented for the creation of an open and friendly atmosphere for teaching and learning a second language, both in auxiliary, support and in general, mixed student population classes

A-10 TEACHING GREEK LANGUAGE

Aidinis, A., Kostouli, T., Papadhmhtriou, E.

5rd & 6rth semester

6 units

This course outlines and discusses different proposals that have been developed in the literature with regard to language teaching in the school context. Although the notion of 'language teaching' in the Greek context indexes a very specific orientation to teaching practices, i.e. one that place more emphasis on the structural character of language and attends to its uses as shaped by various communicative contexts, more recent developments advice us that teaching and learning should be analyzed as constitutive components of a more dynamic and indeed a more dialogic perspective to meaning

making. This new perspective foregrounds the notion of critical literacy and attends to the development of students as critical learners.

Critical literacy – seen as a dialogic stance the members of a local community adopt against texts but also against the world - is analyzed by attending to the various kinds of interactive and textual processes participants in local classroom communities are engaged in as they interact through texts with each other. The course presents the difficulties students and teachers confront as they appropriate, negotiate and resist the textual conventions and indeed the values underlying and defining school literacy. Among the themes discussed: What do we mean by the notion of 'oral language' and 'oral proficiency'? What are the metalinguistic and communicative processes shaping the acquisition of early reading and writing? Is oral language a homogeneous entity or can we identify different kinds of interactional competencies developed in and through learners' engagement with different interactive practices What is the relationship between oral and written language, as well as between the processes of the production and interpretation of written and multimodal texts? How do text types work? What are the kinds of cognitive and metacognitive strategies that are used for the interpretation of various texts - linguistic and multimodal ones- that define school literacy?

Beginning with early school years, reference is made to the difficulties teachers and students face as they are involved in early reading and writing activities. More specifically, the section entitled 'Teaching early reading and writing' outlines the way oral and written language relate to and differ from each other and the way such differences shape children's routes to reading and writing in the early school years. Emphasis is directed to school practices. This section outlines and critically discusses the various methodological perspectives that have been proposed with regard to early reading and writing. The development of children's ability to produce and negotiate different kinds of texts is presented in the section entitled 'Perspectives to the development of school literacy as textual practice'. In contrast to earlier work on language teaching that has placed more emphasis on the gradual acquisition of various linguistic elements, from the smaller and simpler to more complex ones, and extending work that has incorporated communicative competence as an addition to an invariant structure, recent developments have been gradually attending to structure as interactively negotiated and to discursive competence as dialogically constructed. The course outlines and discusses the various kinds of programs developed in Greece and other countries and which have incorporated this dialogic view to language with the aim to transform a classroom into a learning community with a critical orientation to knowledge.

The last section entitled "Perspectives to the development of linguistic literacy in the school context" presents the difficulties students confront as they process and produce multimodal texts. Emphasis is placed on recent theoretical approaches pertaining to multimodal text comprehension and to the production of multimodal texts as well as on the ways in which these approaches can inform instructional practices for the acquisition of multimodal competencies. Furthermore, this section outlines the most important strategies shaping the processes of multimodal text interpretation and production and discusses specific teaching activities that contribute to the appropriation of these strategies, with the emphasis directed on those strategies focusing on visualization and text structure.

A-11 LITERATURE IN EDUCATION

Alexiou, B., Mitakidou, X.

5th & 6th semester, 6 units

The purpose of this course is to offer a systematic framework of principles, aims and methods for teaching literature. In particular, it aims at a critical redefinition of the content and meth-

ods of the literature class, informed by cultural studies, theories of literature and children's literature as well as critical pedagogy.

Among the issues that are being discussed are:

- Basic theories of literature that facilitate the understanding of the complexity of the phenomenon of literature and various approaches towards it.
- The interrelation between the literary and the educational institution.
- The formulation of the literary canon of contemporary Greek literature
- The child's association with reading, and the content and significance of children's literature.
- Ways of benefiting from children's literature at school
- Ways of organizing the literature lesson and teaching approaches for the various literary genres.

A-12 DIDACTICS OF HISTORY

Repousi, M.

5th and 6th semester, 3 units

The course aims at the historical literacy of the students and their education so as to be able to teach history in the elementary school today. The objective of the course is also to prepare students to function as educators of history in various educational environments, such as the museum, the community, the media, the production of educational resources for history classrooms and/or digital material with a special concern for history education.

It is developed in two correlating entities.

In the first part, the focus is on history and the past and the main effort is to shed light on, problematize and overcome stereotypes and representations which are believed, according to research data, to be contradictory to the development of historical thinking and impede students from understanding the epistemological physiognomy of history. The concept of history, the relationship of history and collective memory and the discipline of history are questioned and related to the context in which the past is researched and its history is written. On this basis, the concept of history is constructed and 'historicized' as a main intellectual, social and continuously changing activity related to the present. The history text but also its historical context constitute the field for approaching significant epistemological issues which inhabit the past and the present of History Education and ultimately concern its status, social function, content and methods .

Equivalent approaches are applied to the concept of History Education in which the history lesson is enrolled. The school history is related to the public uses of history, the concept of historical culture and the notion of collective memory. In this part, data from current research is exploited so as to emphasize the correlated character of the activities towards history and mnemonic functions in general.

In the second part, the focus is on the school subject of history both from the aspect of teaching and that of learning. The main concept of historical knowledge and understanding is decoded and its constitutive elements are defined. The history contents, methods and concepts correspond to the declarative, procedural and conceptual knowledge and understanding. In this way, a new historical canon of knowledge related to metacognitional objectives and goals for the formation of a wider historical consciousness is created.

Finally, alternative and informal versions of History Education are presented and explored in relation to the school subject, such as local history, museum history, historical movies and digital history.

Evaluation of students is by written examinations taken at the end of the semester. Assignments are optional and can upgrade the exam mark

A-13 ARTS IN EDUCATION

Papanikolaou, H., Tsakiris, G., Papageorgiou, E.

3rd & 4rth semester, 6 units

Education should combine various factors, such as effective knowledge with pleasure, it should lead children to develop creative verbal and non-verbal skills, critical ability and imagination, it should contribute to the development of a culture of democracy, peace, understanding and social cohesion, it should be based on principles of cooperation and not competition. Thus, what we need is an education that conveys and transforms knowledge and culture through creative instead of mechanistic processes.

Recent research has proven and continues to prove that the above characteristics of education, which define its humanistic dimension, are organically connected to the involvement of students in the Artistic Language of Art.

Not to mention, we take for granted that children and youths have a greater need for creativity. They are not satisfied just with the mechanistic dimension of educational activities. They also need the element of expression.

Art in Education constitutes a fruitful field in which Education, free from sullenness, can combine the development of children's creativity and expressiveness along with the development of social cohesion among them, the acceptance of their cultural and individual identities and the effectiveness of learning.

In the subject "Art in Education" marginal topics that are dealt with are Visual Arts, Musical Education and Theatre. The objectives of these are:

- The delimitation of the principles that regulate art and its objectives, the development of brainstorming,

sensitivity and critical approach of the role art plays in Education.

- The systematic visual, musical and theatrical education of students and the cultivation of their ability to creatively organize and fully express their personal experiences, ideas, emotions and troubles through visual, musical, theatrical forms of expression.
- The theoretical examination, practical comprehension and critical approach of the utilization of all the above issues in teaching at school. Furthermore, the systematic treatment of designing, creating, usage and assessment of the marginal topics of art as teaching tools and means of learning, but also as means of communication and expression.

A-14 THE TEACHING OF MATHEMATICS

Desli, D.

5th and 6th semester, 6 units

The aim of the course is to equip students with mathematical knowledge and educational skills to teach mathematics in elementary school children and to be able to play a key role in promoting reforms in mathematics education. Mathematical skills and methodological and educational aspects that facilitate their structure, along with the students' familiarization with the present educational system are key challenges in meeting the needs and requirements of the standard curriculum. The questioning of their own personal theories about mathematics education and the self-evident arising from the use of the dominant discourse together with the knowledge of new technological realities and various perspectives of mathematics education are essential conditions for them to be able to promote changes in the classroom as future educators.

A-15 SCIENCE EDUCATION

Koumaras, P. Seroglou, F.

5th and 6th semester , 6 units

This course aims at introducing students to basic knowledge about Didactics of Science, enhancing their understandings of Science and Didactics of Science so that students –prospective primary teachers will be capable to teach Science in primary education. It includes lectures and laboratory work .
Scientific theories and models are studied as well as their evolution, pupils' views, selected scientific topics and methodologies. Contemporary conceptions about the aims of teaching Science are discussed. Modern didactical methods and techniques are analyzed, their pedagogical and learning assumptions as well as experiments and learning environments. Interactions between these themes are discussed so that students will understand aspects of science, pupils' views and reasoning in science, how they understand Science and what are their attitudes towards this domain. Textbooks are discussed as well as planning of didactical activities appropriate for primary pupils and evaluation of teaching and learning in science. All these themes are discussed in combination with selected scientific topics such as Heat and Optics that appear in primary school curriculum.
In the laboratories students participate in experimental work and the use of learning environments in Science, familiarize themselves with scientific methodology and participate in planning didactical activities.

A-16 STUDY OF THE NATURAL AND SOCIAL ENVIRONMENT

Avgoloupis, S., Lamprinos, N., Tamoutseli, K.

3rd & 4rth semester, 6 units

This subject is consisted of three separate subjects which deal with astronomy, geography and environment.
Astronomy
The evolution of ideas in Astronomy. Celestial Sphere. Basic principles of positional astronomy. Astronomical Coordinates. Measurement of time. Constellations and other celestial objects. Sun, planets and their satellites, minor planets, comes. The Moon. The Telescopes.

Geography
The first part starts with the presentation of the data resources: maps, air photographs and satellite images. The students will work on maps of 1:50000 in scale and air photographs. They will see various parts of Greece on satellite images, in digital form, of different satellites (old and new ones). They will learn about digital mapping and web mapping and their use in geography teaching.
The second part starts with a short introduction on how the Universe was formed and continues with the palaeogeographical evolution of Europe and Greece, the evolution of life on Earth and the formation of rocks and minerals.

Environmental issues
A series of issues concerning natural systems and their relation to human beings are examined. Through interdisciplinary approach to these issues the interrelationship of the physical–social and economic environment is revealed and the need for holistic approaches in solving the existing environmental problems is emphasized.
The issues examined are:
Natural ecosystems, their function and human intervention on

them, serious environmental problems and their consequences. Other issues tackled include the interrelations among nature resources, the economy, the population increase and food deficiency, and the effects of urbanization on the environment A brief historical overview of the evolution in the use of non renewable and renewable natural resources, such as energy resources, forests, biodiversity, water, clean air and soil is also presented and the threats these resources face are indicated.

A-17 SOCIOLOGY OF EDUCATION

Liodaki, Nectaria

1rst & 2nd semester, 3 units

This course examines basic themes in Sociology of Education. Representative theoretical approaches to Education are analyzed and juxtaposed, whereas empirical data are presented. The course objective is to introduce students to the field of Sociology of Education and urge them to adopt certain practices during their future pedagogical action.

In particular, the main themes of the course are as follows:

- Education as a Social System
- The social role of the Education System
- The role of Education in the process of Socialization
- Education, social inequality and the role of teachers
- Social origin and language development
- Social origin and Education (e.g. school achievement, access to Tertiary Education)
- Social origin, school achievement and the myth of intelligence
- Education and Economic Development
- Different theoretical paradigms on social inequality and education

A-18 INTRODUCTION TO PEDAGOGY

Tsiakalos, G.

1rst & 2nd semester, 3 units

The lesson includes an introduction to the objects, concepts, methods and basic issues
of Pedagogy. Focusing on a specific problem of current educational interest each time,
ways of exploring it and dealing with it from a pedagogical perspective are presented.
In this framework, the most significant pedagogical theories and their similarities
and differences are identified. The lesson is conducted through both lectures and
seminar work each week.

A-19 EDUCATIONAL POLICY & EDUCATIONAL REFORM IN MODERN GREECE

Charalampous, D.

7th & 8th semester , 3 units

The aim of this particular course is for future teachers to understand the operation frame of the contemporary Greek educational system as well as the policies according to which it was structured.
In an introductory level, the advances noticed in the European educational systems after the 2nd World War and also the variational education policy exerted to the post- civil war Greek state are presented. Next, the terms and the presuppositions of the 'post-civil war period' that constitute the new frame are systematically examined. Within this frame, the educational policies exerted by the governments of 'New Democracy'(1976-77) and 'PASOK' (1982-85) are posed. Since 1990 and after-

wards, the Greek educational policy is examined through the new historic frame created by the globalisation and the predominance of the new-liberal ideology. In that way, some aspects of the educational policy of 'New Democracy' (1990-93) and especially the 'Arsenis' reformation (1997-98) are associated with anything that prevails upon the international educational standards. Finally, the issues and the problems of both the Greek educational system and the current educational policy are examined.

A-20

PEDAGOGY: PRACTICE AT SCHOOL

Tressou, E.

3rd and 4rth semesters, 3 units

The course includes lectures on key theories of learning and their application in class in order to familiarize student teachers with the relevant theoretical framework they need to understand the function of school and the various factors that pertain to planning and conducting class teaching. It is also based on student teachers' participation with assignments that require their active involvement so that they develop the abilities and gain the skills they need in order to make informed pedagogical decisions and opt for the appropriate teaching resources for the planning and assessment of their teaching practice.

E-4 "MUSICAL THEORY ELEMENTS - MUSIC DIDACTICS"

Papanikolaou, Hariklia

1rst Semester

The course is basically addressed to the students who don't have any knowledge of music. It aims to familiarize them with the language of music and the main theoretical elements, so that they can apprehend better the more advanced courses of purely musical educational content.
As music in its nature involves action, the oral presentation is accompanied by hands-on implementation of the theoretical aspects on the playing of musical instruments as well as on body percussions. Moreover, the didactic approaches of the key musical concepts are analyzed on the basis of current, musical educational literature, so that school-age children are enabled to familiarize themselves to them in an attractive way.
The course itself requires regular attendance and active participation of the students.

E-7 GENDER AND EDUCATION

Kogidou, Dimitra

5th semester

The aim of the course is the exploration of the multiple and complex relationships of gender and education and especially the formation and enactment of gender within educational institutions.
How and what do educational institutions teach about gender?
How do females and males respond to these learning contexts?
How does schooling contribute to the differential experiences of women and men?
How can education contribute to societal changes in sex equity?
What are the implications of feminist theories for teaching and learning? How does gender affect how we learn?
In all these topics, gender will be explored in connection with other socially constructed aspects of identity, such as race, class, ethnicity, age, sexual orientation, disability differences.
This course is divided into eleven (11) units:

1. Introduction to Women's / Gender studies
2. Examining the achievement of sex-equity in and through education. Educational equity and sex-role development
3. Group dynamics in the classroom. Gender in classroom: sex bias in classroom interaction. Sex bias in language.
4. Educational practices for promoting sex-equity. Sex equity in classroom organization and climate.
5. Sex-equity and teacher education
6. Teaching: a gendered work. Teachers, gender and careers. Strategies for overcoming the barriers to women in educational administration
7. Sex bias in curriculum
8. Sex bias in instructional materials
9. Sex equity strategies in the content areas
10. Ways of knowing. Rethinking the ways we teach: feminist theories and feminist pedagogies, relationships to other liberatory pedagogies. Evaluation and gender
11. Equal opportunities policies in education. Gender and the politics of schooling. Strategies for implementing sex equity in primary education.

Course objectives
The special objectives of the course are:

- To develop a personal perspective on the relationship between gender and education
- To learn to critique theories, research, teaching materials and media for systemic representations of gender
- To learn new modes of interaction in classroom

- To enhance critical thinking skills and knowledge necessary to take grounded stances in the face of contested issues regarding gender and education
- To enhance specific pedagogical skills compatible with non sexist education

Course requirements

The teaching of the course includes lectures and seminar-type discussions in groups. Exercises of self-awareness, recording and analysis of personal experience in individual or group level are also used. This course presupposes the active participation of students. Because of the collaborative nature of the course and the responsibility of each student for contributing to the learning process for all, attendance and participation at class sessions is required.

Way of evaluation

The evaluation of the students is based on exams and/or essays

E-8 HANDS-ON SCIENCE

Koumaras, Panagiotis
3rd semester

In this course teaching examples are presented and analyzed concerning:

- Hands-on science teaching aims for the primary school
- Every day materials for teaching hands-on science in the primary school
- Every day life situations, habits and stories related to the teaching content of primary school science
- Games (involving objects and procedures) concerning science concepts
- The advantages for pupils and teachers of the use of the above teaching material in the science classroom
- Ways to embody the above in classroom practices

Finally, students are engaged in preparing and performing hands-on science activities and especially trained in developing this kind of educational material.

The course aims for students to develop a positive attitude towards science learning and in long-term when they become teachers themselves they encourage their pupils as well to study science. Also the course attempts to combine the teaching of science concepts and scientific methodology with everyday life, helping science to “make sense” to all pupils.

E-10 HISTORY OF MODERN GREEK EDUCATION

Tzikas, Ch.
3rd semester

Purpose of the course

The course “History of Modern Greek Education” constitutes a historical analysis of educational institutions in Greek society, from the era of Greek Enlightenment until the end of 20th century. The course is organized so as the foundation of educational institutions, every educational level’s directions and containing, the types of schools, the development and the spreading of schools’ net, to be examined and studied. The role of education, social, pedagogical and ideological trends, political schemes and intellectualists (that represent these trends) are also examined. Finally, there are examined the educational changes in the passage of time and the relation of these changes to politics, to economic and social situation and to the development of Greek society. Moreover, there are examined the development of European educational systems and their influences on Greek educational system.

E-13

TEACHING GEOGRAPHY

Lambrinos, Nikos

6th Semester

This subject deals with the teaching of geography at schools in three sections.
It starts with the geography status at schools in 31 European countries and continues with presentations from some countries around the world. The first section ends with the presentation and comparison among the Greek geography curriculums from 1870 until 2003.
The second section presents a number of geography concepts like space (any kind of space known in the literature), scale, orientation, map reading and map making, map projections, atlases, graphs and diagrams, digital cartography, web cartography.
The third and forth section deal with small school projects. Some of them are suitable even for preschool and nursery children and the rest of them for primary school children. The later are distinguished according to the school natural environment (rural or urban) and/or with the children's age.

E-15

SCIENCE FOR CITIZENSHIP

Seroglou, Fani

4th semester

This course aims to introduce future teachers in science literacy. Teaching science is presented in the context of citizenship and scientific knowledge is the starting point in order to discuss aspects concerning the nature of science, the ways we use and manage with science knowledge in society (meta-knowledge), as well as the attitudes and values that are encouraged by the scientific knowledge that is taught.

During the course the following topics are presented:

α) The theoretical framework of science literacy.
β) The aims of teaching science for citizenship.
γ) The definition of the scientific literate citizen.
δ) A three-dimensional cognitive, meta-cognitive and emotional approach of teaching science for citizenship.
ε) A cross-disciplinary approach of teaching science for citizenship.
στ) The contribution of the history of science in teaching science for citizenship.
ζ) Concept maps as an alternative evaluation tool.
η) A variety of teaching strategies for teaching science for citizenship such as: theatre in the classroom, debate, role-play, poster design and presentation, science in literature, science in media, etc.

E-16

ASTRONOMY IN EDUCATION

Avgoloupis, Stavros

3rd semester

Celestial sphere. Basic principles of positional astronomy. Astronomical
Coordinates. Position triangle. Measurament of time. Telescopes. Spectra and spectral Classification of stars. Herstzsprung-Russel diagram. Basic principles of stellar evolution and final stages of matter. Educational Excursion related to better astronomical observations using portable equipment of the Laboratory of Astronomy.

E-17 PHYSICAL GEOGRAPHY AND THE ENVIRONMENT

Lambrinos, Nikos

3rd semester

It deals with basic concepts of physical geography.
It starts with a presentation of the Earth's interior, the factors that affect seismicity and volcano eruptions around the planet and presents the theory of plate tectonics and its importance for life existence.
Then, it continues with the surface of the Earth and with the weathering, transportation and erosion. These very important natural procedures are then connected to the drainage systems and their evolution.
The last part deals with karstic morphology and its importance for the Greek surface morphology. Especially, the case of the formation and evolution of caves is examined.
All the phenomena that are presented are closely connected to the geography school curriculum.

E-18 LITERATURE AND EDUCATION

Alexiou, Vasilis

5th Semester

The module aims at examining the relation between these two fields that are both responsible, even if to a different degree, for the process of socialization, the creation of subjectivity and personal and collective identity of the person. This particular module does not refer narrowly to the didactics of Literature as a school subject but it also aims at discussing the issue of how educational reality affects literature as a field. In addition, it examines the ways that school life is presented and described in new Greek literature.

E-21 CURRICULUM: THEORY and PRAXIS

Grollios, Giorgios

2nd semester

The aim of this course is to present and discuss different perspectives on curriculum planning. The term 'curriculum planning' refers to positions regarding the process, that is the sequence of the curriculum planning phases, the subjects who define it, as well as its goals and content. The term 'perspective on curriculum planning' entails a specific way of viewing curricula, a theoretical and practical approach to the issue of curriculum planning. It has a normative rather than a descriptive character, since it refers to the positions on the ways according to which a curriculum should be planned.
More specifically, we discuss positions that deal with the goals, the content and the roles assumed by teachers and students in building and implementing curricula on the basis of the following perspectives

1) traditional
2) child-centered
3) social efficiency
4) social reconstruction
5) learning the structures of the disciplines
6) critical social reconstruction

E-22 DISABILITY AND EDUCATIONAL PRACTICES

Karagianni, Panagiota

5th semester

Pupils with disabilities have in many instances been denied the opportunity to participate fully in all aspects of school life. Deficit models continue to dominate the ways in which pupils

are categorized and taught. If we are to move towards an inclusive form of schooling, it is necessary to reform schools as a whole, including the curriculum, the teaching methods, and the means of assessment in which we value the performance of pupils. This module aims at introducing to student:

- Braille, Sign Language, planning, teaching and learning
- Differentiation of National curriculum
- Additional resources to support learning and participation

E-29 PHILOSOPHY OF EDUCATION

Pavlidis, Periklis

4th Semester

The aim of the course is to provide the conceptual means that help toward an understanding of the relationship between education and the fundamental aspects of human existence.
The course consists of four modules.
The first is on human nature and the way in which it makes education possible and necessary.
The second module is on human labour and its relation to education. Labour is viewed as a determinative field for creation and the development of culture. This module explores the relationship between education and the social division of labour, the contrast between specialised vocational education and liberal education, as well as the problems pertaining to the educational aspects of alienated and emancipated labour.
The third module deals with the human personality. At this stage education is viewed in connection with the development of a consciousness and the construction of a meaning of life and social ideals, while also highlighting the interpersonal nature of pedagogy.
The fourth module examines various views regarding the aims and ideals of education (liberalism, analytic philosophy, humanistic tradition and radical theories).

E-30 TEACHING SCIENCE CONCEPTS IN THE CLASSROOM

Koumaras, Panagiotis

2nd semester

This course is an introduction to the basic science concepts included in primary school curricula. Science concepts are presented following the historical evolution of scientific theories and explanations of phenomena in time, and at the same time pupils' ideas are presented and discussed in comparison with earlier scientific ideas. Teaching is focused on presenting each concept and relating as well differentiating it from other concepts. The course also offers insights to science education and hands-on science aspects. Some teaching units presented concern: force, force and movement, momentum, pressure, static electricity, magnetism, potential, electro-magnetism, energy, power, heat, temperature.

E-33 MENTAL HEALTH FOR SCHOOLS

Bibou, Anna

3rd semester

The module spans the boundary between mental health and education. In doing so, it is hoped that it will provide the information and guidance future teachers need to help pupils identified as having mental health problems. The importance of mental health in children and young people is highlighted by a recent concern about increases in children with disruptive behavior being excluded from schools, violence in schools and psychosocial disorders in young people. The module presents issues regarding a) the importance and the prevalence of children's mental health problems, b) emotional learning and mental health, c) factors influencing the mental health of children and d) the role of the teachers in addressing men-

tal health problems. The aims of the module are to increase future teachers' knowledge of the ways they might apply in order to support their students at school and to familiarize them with prevention and promotion programs of children's mental health and well being.

E-36 EDUCATIONAL APPROACH AND INTELLECTUAL DISABILITY

Karagianni, Panagiota

6th semester

The aim of this module is to equip students with essential knowledge of the contemporary theories which refer to intellectual disability. The following issues will also be addressed:

- Classification, labeling and the social construction of intellectual disability
- A critical evaluation of assessment and measurement of ability
- Intellectual disability in low and middle class incomes
- IQ tests
- Homogenization and ability
- Behaviour and intellectual ability
- Teaching approaches and the differentiated National curriculum
- Task analysis as a teaching tool.

E-37 SCIENCE AND CULTURE IN EDUCATION

Seroglou, Fanny

3rd semester

This course aims to present the interrelations between science and culture to future teachers and to encourage a "unified culture" for science education. The course attempts to present the overall image of science and culture in education, in contrast to the divided picture of "science studies" (science in education) and "cultural and humanistic studies" (culture in education) that prevailed for more than a century now.

The course consists of three thematic units:
a) In the first unit, scientific events that influenced human culture are presented and discussed: the atom bomb and World War II, space race and the Cold War, AIDS research and the nature of science, DNA researchers and bioethics.
b) In the second unit, a comparative presentation of scientific explanations and myths about scientific phenomena coming from many different cultures around the globe is carried out.
c) In the third unit, examples of works of art are commented that either present scientific phenomena and ideas or have influenced the scientific thought of their times. In this unit the interrelations between science and theatre, cinema, visual arts, painting, literature and music are discussed.

The course is taught through a selection of films (movies, cartoons, documentaries) and is supported by an educational wiki. Students attending the course discuss on the web between the lectures of the course about each topic presented and also develop their final projects as web pages in the educational wiki.

E-41 LITERATURE AND SOCIETY IN INTERWAR GREECE

Alexiou, Vasilis

4rth semester

Interwar was one of the most influential periods for the society in the new greek history. The societal context was structured by poltical conflicts, changes, crisis and new creative approaches, wherein old and new, inside and outside, structure and content met and were examined in many ways. This particular period especially is one of the most prolific and overflowing for Greek literature and production in those years has sealed in a determinant way its development later on. However, important changes occurred not only in terms of structure and themes, but also in the social position and function of Literature. The module aims to illustrate that Literature is considered to be a social and cultural practice. The Interwar Literature's production remains alive even today. We will try to examine the different ways of production as well as the reasons that sustain this vigor

E-42 TEACHERS: MISSION , ROLE AND PROFESSION

Liambas, Anastasios

1st semester

The intention of the subject is for the students to set up an overall picture of teachers' work by reconstructing their old representations on teaching. The course examines important theoretical approaches and researching data about the teachers' profession and teachers' role, as the basic factors that affect their work. During the course the main issues are studied and approached through a series of lectures and reflection upon the units presented. The units are described below:

1. The teachers' role and their profession.
2. The teaching.
3. The teacher's education and the conditions of their work.
4. Teachers as intellectuals.
5. The teachers and the social division in the schooling.
6. The school culture.
7. The teachers' profile in the contemporary school from their students' point of view.
8. Teachers' occupational satisfaction and teachers' career prospects within a specific educational system.
9. Teachers and the "action research".
10. Paulo Freire's views: "On the indispensable qualities of progressive teachers for their better performance".
11. The teachers' profile in contemporary school. The report of the International committee of Unesco for the education in the 21st century – A critical approach.

E-43 MODERN GREEK PEDAGOGUES

Tzikas, Christos

6th semester

This course aims to bring the students in touch with Greek pedagogues' texts, in order to understand the thoughts of these pedagogues and the influences that were exerted over these pedagogues and to examine the role that they played in the formation of pedagogic ideas and of pedagogic institutions in Modern Greek state.

There are presented and analyzed the most representative texts of pedagogues from all the eras of Modern Greek education 18th -20th century.

The students undertake projects, which are presented in amphitheatre. They have to present the ideas and the action of pedagogues, after having studied some of their texts and after having examined the social and political situation that they

lived and wrote in, the influence that they exerted and their general political and social action as intellectualists, in the context of Modern Greek state.

E-47 THEATRE EDUCATION IN EXPRESSIVENESS AND COMMUNICATION- 2

Papageorgiou, Eva

6th semester

The course enhances, encourages and cultivates the engagement with one's natural propensity to use one's imagination in order to perform social roles. It teaches the attainment of basic acting skills that widen the limits of this natural propensity. The course's content also teaching of vocal training techniques that are necessary for the instructor.
Guided by the same philosophy as ''Theatrical Game I'', ''Theatrical Game II'' focuses on more complex dramatic expression: through theatre improvisations, within a framework of communication, interplay and creativity students cultivate their voice, movement, speech and expressive gesture, aiming at creating theatre characters, environments and interactions, giving rise to a theatre life mirroring real life and forming the path for a discource about social relationships

E-49 MUSIC KINETICS EDUCATION

Papanikolaou, Chariklia

6th Semester

Limited attendance: 30 students.

The students' evidential approach of music and its language makes the content more attainable and easier to understand. At the same time they exercise and develop their imagination and creativity, getting used to treating learning as a game. Thus the course has a genuine workshop form, where the entire group actively participates. The content includes musical-kinetic activities-games and urges the students to design their own respective activities.
More explicitly the students have the opportunity to learn how to achieve goals, such as getting to know and appreciate musical concepts through motional and sensory inputs, socialization, focusing attention, developing creativity and imagination, developing kinetic abilities, etc., by means of music. This way they enrich the spectrum of means employed to help children appreciate and love the world of music, and at the same time develop, expand and express their creative abilities.

E-50 THE MEDICAL BASES OF HEARING PROBLEMS IN CHILDREN

Metaxas, A. - Hytoglou, M. - Psifidis, A.

2nd Semester

Lesson of choice for the students of the Section of Pedagogy of the Aristotle University.

Content

1. Essential elements of anatomy and physiology of the auditory system.
2. Speech development in normal hearing and in hard of hearing children.
3. The development of senses. Auditory brain and auditory plasticity .
4 Causes of childhood hearing loss.
5. Genetics of hearing loss.
6. Methods and techniques of hearing measurement in children.
7. The early diagnosis of hearing loss. Neonatal hearing screening. Newborns at high risk of hearing loss.
8. Observation of the auditory behavior of the young child attracting a suspicion of hearing loss to parents, to teachers.

9. Early management of childhood hearing loss. Hearing aids- cochlear implants.
10. Special auditory training of the hard of hearing and the deaf child. Psychotherapy and logotherapy. The parental care.
11. Special education of the hard of hearing and the deaf child. Educational setting of the hard of hearing and deaf children in ordinary school, special classes for the hard of hearing or in schools for the deaf.
12. The medical, educational, social and financial problems of the hard of hearing and the deaf child.
13. The prevention and management of childhood deafness from the Community.

Exams

Written examination or oral, in special cases.

E-53 GNOSEOLOGICAL ISSUES OF EDUCATION

Pavlidis, Periklis

5th Semester

The course aims at exploring certain cognitive aspects of developing a consciousness.

It involves an analysis of the forms of consciousness (practical-moral, aesthetic, philosophic), the modes of thinking (Intellect and Reason), and also the interrelationship between consciousness and practical activity.

It presents the cognitive process as the ascent of thinking from sensual perception to mental abstractions and subsequently to a conceptually concrete representation of reality.

The course, explores the social and gnoseological aspects of everyday consciousness, irrationalism, dogmatism, ideology and, also, the problem of truth in cognitive process.

Furthermore, the course highlights the educational aspect of fostering critical ability and dialectical reason.

E-54 HOME- SCHOOL PARTNERSHIPS AND CHILDREN'S PSYCHOSOCIAL WELL-BEING I

Bibou, Anna

5th Semester

We are interested in the ways the school and family partnerships have grown in collaboration with social and mental health services in order to support children and young people identified as facing psychosocial difficulties. The aim of the module is the emergence of new and critical professional practices in the children's and adolescents' mental health field. These practices need to resist to the culture of individualized blaming and the moral panics that lead to the social exclusion of children from schools.

The module makes three notable contributions: a) it develops ethical professional practices in respect of the children who are labeled as having "difficulties" or "disabilities" by placing the students of the Department of Education at different Child and Adolescent Mental Health Services (CAMHs), social and educational services b) it develops interprofessional partnerships with other disciplines such as psychologists, social workers, special educators, etc. and c) it develops reflective and proactive styles of work within the educational context, through consultation and supervision of the students in their different placements.

E-57 INTRODUCTION IN CULTURAL THEORY

Alexiou, Vasilis

1st Semester

The module aims at presenting the development and changes in the cultural process by examining particular issues from the fields of Literary theory as well as the field of Cultural studies. It introduces and explains key questions of how culture is produced through the analysis of the views of major thinkers and significant contemporary figures from different disciplines (Pierre Bourdieu, Norbert Elias, etc.). It also deals with a diverse spectrum of theory, such as psychoanalysis, critical theory, post- modernism. By analyzing these theories and traits it shows the development and future direction of the cultural process and examines critically the cultural phenomena in the Greek society.

E-59 THEATRE EDUCATION IN EXPRESSIVENESS AND COMMUNICATION-I

Papageorgiou, Eva

5th semester

The course has a dual character, both theoretical and workshop oriented. In its theoretical part, we define and analyze its content, nature, pedagogical utility and its relationship to the make- believe games, while its workshop part, on which greater emphasis is given, consists of improvisations, games and exercises based both, on items given by the professor and on the development of the students' own life experience on those items.

The course encourages the complete participation of every student who, through free movement and concentration, liberates his/her imagination, creativity and expression. The specially designed exercises, the specially designed games aim at increasing the abilities of students to solve problems, apply self discipline, cooperate, and through a process of increasing expressiveness and communication that promotes an appropriate sense of teamwork and self appreciation. Through this process they are trained in mutual acceptance. The course's objective is to generate future instructors who will be focused and attentive to their students' deeper needs, who will be sincere, who will possess the ability for loose movement and impromptu interaction with the people around them, who will be sensitive and able to contribute to the mutual acceptance of their students, regardless of potential cultural differences.

E-61 PHYSICAL EDUCATION I

Kontos, Panagiotis

1st Semester

A)

1) The role of Physical Education in the improvement of the quality of life and mental health of student

2) Composition and ways for the Schoolteacher to organise programs in small and big surfaces for school celebrations and events

3) Lifesaving Knowledge from the Schoolteacher:

- safety of swimmers (swimmers' obligations, cause of accidents, dangers into the water)
- technical knowledge and methods of lifesaving:

a) transport of a co-operative victim

b) evasion and deliverance handholds

c) approach and catch of a horror panic-stricken victim

d) exit from the water and transport to the land

B)
1) Project - Practice in the organisation of school celebrations and events

C)
1) Practice:
- With students with special needs
- Pedagogic games into the water
- Musical and movement expressions of General Gymnastics
- In selective not so widespread sports:
a) Badminton
b) Fencing
c) Archery
d) Karate

E-62 PHYSICAL EDUCATION II

Kontos, Panagiotis

2nd semester

A)
1) What the Schoolteacher should know about the Physical Education in the Elementary School.
2) Daily Planning of Physical Education course for A΄ and B΄ Class
3) Knowledge of First Aid from the Schoolteacher in the school
a) Wound and bleeding
b) Burns, Bites and Stings
c) First Aid in emergency needs
d) Learning and operation of electric shock applied
e) Cardiorespiratory invigoration

B)
1) Project - Practice of Physical Education daily course in Elementary School

C)
1) Practice:
- with students with special needs
- Pedagogic games into the water
- Musical and movement expressions of General Gymnastics
- In selective not so widespread sports:
a) Badminton
b) Fencing
c) Archery
d) Karate

E-67 ENVIRONMENTAL EDUCATION

Tamoutseli, Konstantia

2nd Semester

The content of this course refers to the development, the philosophy, the goals and characteristics of Environmental Education. It also deals with the factors that contributed to its globalization and the conditions that linked it with sustainability and led to its transformation to Education for Sustainable Development.
Issues tackled in the course include
the relation of Environmental Education to various progressive movements
the institutional context of its introduction in the Greek School and
its role in the development of space values and participatory planning skills of open spaces.
Considering the relation among school environment holistic school approaches and sustainable school and the importance of physical school environment in supporting educa-

tion for sustainable development, a varied methodological approach is proposed for the use of mainly the school environment but also of the neighbourhood as settings for children's practice in participatory design approaches aiming at creating sustainable school environments.
Teaching methods suggested in EE such as field study, field survey, concept maps, brainstorming, as well tools for participatory engagement are used to develop an EE project concerning the school environment.
Design criteria, i.e., aesthetic, pedagogical, ecological and functional are presented both as suggestions for the actual design of the schoolgrounds but also as paradigms that prompt and encourage the participation of the school community for the development of a sustainable school environment. Critical analysis of examples of various case studies from Greece and abroad is attempted in an effort to stir the imagination and creativity.
Emphasis is placed on the connection between the schoolgrounds and sustainable education and data from various educational projects in different countries are processed. Examples are provided of educational activities that use the schoolgrounds as an educational tool for active learning through cross-thematic, interdisciplinary and experiential approaches to learning. Another aim of the course is acquaintance with research tools and study of mechanisms of life maintenance in nature as a model for cyclic economy.
Examinations are based on written team work engaging students in active involvement aiming at supporting build up of skills for the development of relevant projects in their schools.

E-71 EDUCATION FOR SUSTAINABLE DEVELOPMENT: TEACHING APPROACHES AND STRATEGIES

Tamoutseli, Konstantia

5th Semester

The course offers a theoretical approach to the definition of the term, the goals and the context of education for sustainable development.
Critical analysis of case studies is used to show ways to whole school approaches and sustainable school development through Environmental Education/Education for Sustainability. Quality criteria for ESD-Schools are analyzed through critical presentation of applied Environmental Education Projects.
Practical examples of teaching approaches and techniques that correspond to the systemic, cross-curricular and interdisciplinary nature of Environmental Education /Education for Sustainable Development are presented and analyzed.
Examples are also provided of how the environmental and sustainability dimensions can be incorporated in and inform teaching of the various subjects of the curriculum in Primary Schools.
Examination is based only in written team assignments.

E-72 HOME- SCHOOL PARTNERSHIPS AND CHILDREN'S PSYCHOSOCIAL WELL-BEING II

Bibou, Anna

6th Semester

We are interested in the ways the school and family partnerships have grown in collaboration with social and mental health services in order to support children and young people identified as facing psychosocial difficulties. The aim of the mod-

ule is the emergence of new and critical professional practices in the children's and adolescents' mental health field. These practices need to resist to the culture of individualized blaming and the moral panics that lead to the social exclusion of children from schools.
The module makes three notable contributions: a) it develops ethical professional practices in respect of the children who are labeled as having "difficulties" or "disabilities" by placing the students of the Department of Education at different Child and Adolescent Mental Health Services (CAMHs), social and educational services b) it develops interprofessional partnerships with other disciplines such as psychologists, social workers, special educators, etc. and c) it develops reflective and proactive styles of work within the educational context, through consultation and supervision of the students in their different placements.

E-74 CHILDREN'S LITERATURE

Karakitsios, Andreas

2nd semester

E-75 COMPUTATIONAL LINGUISTICS AND TEACHING OF MODERN GREEK

Fista Evagelia

5th semester

The course is an introduction to the interdisciplinary area of Computational Linguistics and Natural Language Processing in computer.
The following issues will be considered:
Applications of natural language processing at various levels of linguistic analysis (morphological, syntactic, semantic, and pragmatic analysis) with emphasis in Modern Greek. Electronic Lexicography, Construction and Maintenance Corpus, Text Summarization, Information Extraction, Text Categorization, Human Computer Interaction with Natural Language, Machine Translation.
Particular emphasis will be given to the use of a special software for computer analysis and the teaching of the Greek language.

E-88 INTRODUCTION TO EDUCATIONAL POLICY

Charalambous, Dimitrios

6th semester

This course aims at introducing students into basic concepts, procedures and phenomena concerning the contemporary educational policy. The predicaments and the models of educational policy, the process of policy production and the concerned groups (pressure groups), the educational policy of the international organisations (such as OECD and UNESCO) and especially the one of the European Union are examined. Finally, the basic beliefs of the new-liberal educational standards and the transformations being caused on the educational systems that adopt it are examined

E-90 ISSUES OF GREEK AND EUROPEAN HISTORY

Repousi, Maria

1st semester

The course aims at the development of historical thinking of students and it is organized towards basic questions related to the making and progression of the Modern and Contemporary World with a special concern for the Greek evolution. The

questions proposed to the students concern (a) the social, economic and political transformations which took place in Europe during the Age of Revolution (1789-1848), (b) the emergence of national ideologies during the 19th c. and their impact on the way the past is researched, reconstituted, perceived and taught (c) the world wars and the great post-war conflicts of 20th c. (d) the social movements (e) emigration and the post colonial world and (f) the worldwide symbolic wars on memory and identity at the end of 20th c. Questions become concrete at the beginning of the semester after discussion with the students.

The course takes advantage of methods of exploratory historical learning and adopts multiperspectivity. Students who take the course, so far as student numbers permit, are required to work with primary and secondary sources as well as multiple resources. They are also encouraged to think about their material in a critical way and lead to well argued accounts, as far as possible.

At the end of the semester students are evaluated either on assignments or examinations.

E-91 INTRODUCTION TO PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Markopoulos, Ioannis

1st Semester

The aim of this introductory course is to present and critically discuss the origin and development of natural science and technology in Europe and in the, so called, history of Western civilization, from the Presocratics to modern times.

Based on some selected topics on philosophy, natural science and technology in ancient times (Presocratics, sophistic movement, Plato, Aristotle, scepticism, Archimedes), in the New Ages (rationalism, empiricism, rapid rise of science, Newtonian physics and mechanistic world-view), and in modern times (logical positivism, quantum physics, scientific realism, scientism and technocratic world-view), a substantial and holistic view and evaluation concerning the essence, the meaning and the development of scientific knowledge, as well as the principles, the concepts, the methods and the character of its theories and its technological applications is undertaken. This view is connected with the social, environmental and moral dimension of science and technology, as well as with the concept of the scientist's responsibility.

E-93 PSYCHOSOCIAL IDENTITIES OF CHILDREN IN/WITH MEDIA: PROCESSES OF EDUCATION, REPRESENTATION AND PARTICIPATION.

Bibou, Anna

1st Semester

(Addressed to both students of our department and of the School of Film Studies)

Children are growing up in a world of media and are using them to affirm or reaffirm their identities as members of particular communities or groups. The recent developments of new media are likely to have a significant impact on their understanding of the world beyond their immediate circumstances, and on their relationships with it. The module seeks to address the complex and multifaceted relationships between childhood, media (moving images in particular), and education. Through the process of access, understanding and creation, we aim to identify ways of empowering future teachers in their role of critical awareness and meaning making in their classrooms. In addition, we are interested in the production of media and the media education in relation to the school curriculum. The module will be mainly taught by seminars and film viewing.

E-94 RESEARCH ON SCHOOL TEXTBOOKS

Charalambous, Dimitrios

5th semester

The course material is divided into three distinct thematic units:
A) The pedagogical approach of the school textbook.
In the frame of this particular thematic unit, the functions of school textbooks, their structural characteristics, the illustration and their relation to the curriculum will be examined.
B) The policies concerning school textbooks.
There will be a reference based on the way according to which European countries confront a school textbook and afterwards, the three main policies practiced in the modern Greek state from its establishment until today (the policy of free competition, the policy of state regulative interventionism and the policy of state monopoly) will be examined. The current developments and trends will also be discussed.
C) Research methods concerning school textbooks.
Two methods of content analysis about school textbooks (a quantitative and a qualitative one) will be indicatively presented. Later on, certain researches will be presented and at the same time their researching planning and the methodology that they follow will be commented on. Finally, students will implement the methodological tools in practice, so as to analyse texts of limited extent.

E-95 E-95 WOMEN'S POETRY

Apostolidou, Venetia

6th semester

This course gives the students the opportunity to study a less known part of Greek poetry of the 20th century, the poetry written by women poets. An anthology of women' poetry is made especially for this course, an anthology which begins with Maria Polydouri and ends in our days. The issues that are being discussed are: are common features detected among women poets throughout a century? Is "women's poetry" a special kind of poetic writing after all? What are the differences in themes and tropes between successive generations of women poets? What is the position of certain women poets in the modern Greek literary canon? The students will study in groups and present the work of certain women poets.

E-97 SOCIAL PSYCHOLOGY AND EDUCATION I

Marvakis, Athanasios

3rd semester

E-98 BUILDING AN INCLUSIVE LEARNING ENVIRONMENT FOR SECOND LANGUAGE ACQUISITION

Mitakidou, Christodoula

3rd semester

It is very important that the acquisition of a second language and knowledge through it takes place in a supportive, inclusive learning environment. Inclusive is the learning environment that supports children's efforts to learn while it stresses and develops each and every child's capacities to the fullest so that the same quality education is provided to all. The theoretical, methodological and pedagogical issues pertaining in the process of the acquisition of a second language as well of learning through a second language are described and analyzed so that future teachers may organize their classes on the basis of the children's knowledge and experience, build

on their linguistic and cultural background so that school responds effectively to their needs.

E-99 CONTEMPORARY ENERGY PROBLEMS AND SUSTAINABLE DEVELOPMENT

Markopoulos, Ioannis

3rd semester

Today's energy situation (oil, coal, natural gas), the environmental issues (air, water, and soil pollution, ozone hole and greenhouse effect, disturbance of the water ecosystems, and drinking water problems, non human-created environmental pollution), and the social implications of the contemporary model of development are presented and critically discussed in this course.

These issues are also considered from a moral point of view, and more specifically from the environmental ethics point of view. A model of sustainable development is suggested on the basis of energy saving processes (urban transportation, industry, household activities), pollution reduction processes and technologies, and new energy technologies (renewable energy resources). Final, the course is completed with a brief critical overview on the principles and applications of these new energy technologies.

E-100 MINORITIES AND MATHEMATICS

Tressou, Evagelia

3rd semester

The content and teaching of mathematics are examined in relation to issues of racism and social exclusion.

In the first part, self-evident views and attitudes related to Mathematics and the lesson of mathematics are located and analyzed. Perspectives, stereotypes and bias that are shaped or/and reinforced in the lesson of Mathematics and which function as mechanisms of discrimination and prejudice against specific cultural groups are identified and explored.

In the second part, teaching intervention plans concerning three aspects of the Mathematics lesson are developed: a) the content of Mathematics education so that it reflects the diversity, the difference and the contribution of various cultural groups in the evolution of Mathematics and the historical growth of mathematical concepts, b) the control of bias so that by applying Mathematics in the study of social issues, the similarities among people of different cultural groups may emerge, biases and stereotypes may be revealed and positive attitudes may develop, c) the development of a pedagogy of equal participation so that the academic progress and the growth of students from different cultural groups may be facilitated.

E-102 DIGITAL LITERACY

Drenoyianni, Helen

5th semester

Entry Requirements: The module is optional and is offered to 3rd year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.

Aim and Learning Objectives:

The examination and analysis of theoretical issues related to the concept and the characteristics of digital literacy, as well as the practical study of teaching knowledge, attitudes, skills and abilities concerned with digital literacy in the context of Primary Education. In particular, within the duration of the course students will hopefully:

- Understand and critically analyse the historical, social and economical avenues of digital literacy.

- Study the conceptual approaches of digital literacy and its relationship to other contemporary and collateral literacies of the digital.
- Familiarize themselves with the processes of developing digitally literate students, understand the subject matter of digital literacy and its role into the school curriculum.
- Approach in practical terms the processes of designing, preparing, organizing and evaluating teaching activities aiming at the development of digitally literate pupils.

Module Content – Thematic Areas:

The content of the module is consisted of five main thematic areas, which may be summarized as follows:

- Information Society and Technological revolution – Contemporary approaches of European policy towards the integration of digital literacy in education.
- Historical review of the concept of digital literacy and its dimensions – Technocentric and pedagogical conceptual understandings.
- Digital literacy and its relationship to other literacies (media literacy, visual literacy, information literacy, ICT literacy, etc)
- The role and the content of digital literacy in primary school curricula. The Greek Informatics Curriculum.
- Teaching digital literacy in schools – The knowledge, the skills, the abilities and the attitudes.

Organization and Methodology:

The module is consisted of five main thematic areas, each of which has a duration of 3 to 10 hours. The module's content is going to be taught through lectures and presentations, group discussions, whole-class demonstrations and activities. A part of the lesson (21 hours at least) is involving hands-on practical lab exercises in which students will be required to design and develop digital educational media and materials.

E-103 ICTS IN EDUCATION

Drenoyianni, Helen

5th semester

Entry Requirements: The module is optional and is offered to 3rd year students. Knowledge of basic skills in operating and using a variety of information and communication technologies is a significant requirement.

Aim and Learning Objectives:

The theoretical study, critical analysis and practical examination of specialized and contemporary issues concerned with the use of ICTs in education. Within the duration of the course students will hopefully:

- Familiarize themselves with the paradigms of ICT integration in education.
- Understand the role of ICTs as instructional media and learning materials.
- Examine in practice the process of integrating ICTs in differentiated learning environments with an emphasis on learners' individual differences and abilities.
- Familiarize themselves with assistive technology, the types and the taxonomies of digital educational materials and software, as well as the processes of reviewing and evaluating such media.
- Study the educational use of Web 2.0 services and tools
- Approach issues relevant to educating and training teachers in ICT.

Module Content – Thematic Areas:

The content of the module is consisted of six main thematic areas, which may be summarized as follows:

- The pedagogical paradigm of "social efficiency" and the socioeconomic model of ICT integration.

- The pedagogical paradigm of "social reconstruction" and its relationship to child-centered and catalytic models of integrating ICT in education.
- Historical review and analysis of ICT integration into the Greek educational system.
- Types, taxonomies, and evaluation strategies of digital learning resources, teaching materials and educational software.
- The education use of Web 2.0 technologies and tools.
- Training and educating teachers in ICT- Reviewing research data from international and European studies.

Organization and Methodology:
The module is consisted of six main thematic areas, each of which has a duration of 3 to 9 hours. The module's content is going to be taught through lectures and presentations, group discussions, whole-class demonstrations and activities. A part of the lesson (18 hours at least) is involving hands-on practical lab exercises in which students will be required to design and develop digital educational media and materials.

E-104 ETHICS OF SCIENCE AND TECHNOLOGY

Markopoulos, Ioannis

2nd Semester

This course, which could be considered as a specialized course in ethics, examines the moral dimension and meaning of the principles, the norms, the methods and the consequences of scientific research and its technological applications, also studying the scientific deontology and social responsibility of scientific society.
Based on an examination of the relationship between techno-science and ethics and the theory of values, as well as based on the most important ethical theories and their basic principles, an apt quest of the lost unity between techno-science and ethical theory and moral practice is attempted. Within this context a brief reference to contemporary issues of bioethics and environmental ethics is also undertaken

E-105 NEW TECHNOLOGIES AND INTERCULTURAL EDUCATION

Fista, Evagelia

4th semester

The aim of the course is to help students investigate the possibilities and the limitations of the use of New Technologies in the field of intercultural Education.
Initially, a theoretical approach is presented followed by a series of crosscurricular and interactive activities that could be developed in Elementary Education. It is also investigated how teachers and learners develop a critical attitude towards the challenge of the New Technologies so to support teaching and learning in the modern multicultural classroom.
The objectives of the course are:
The ability of communication, cooperation, and interaction
The providing of more learning opportunities to all learners
The intercultural transformation of the educational institution and educational practices

E-106 ASTROPHYSICS AND COSMOLOGY IN EDUCATION

Avgoloupis, Stavros

4th semester

Stellar distances. Star centers (open and globular centers, H-R diagrams). Open clusters (distance of the Hyades cluster). Stellar photometry and dtellar magnitndes. Colons indices. Calaxies Chubble' s classification, Masses of galaxies,

Active galacies and guasars, Clusters of galaxies). Observations of cosmological importance, theories of creation and evolution of the Universe, cosmologieal models Educational Excursion velated to better astronomical observations using portable equipment of the Laboratory of Astronomy.

E-107 NEW TECHNOLOGIES AND CONTEMPORARY ISSUES

Markopoulos, Ioannis

4th Semester

The aim of this course is to briefly present and critically discuss some of the New Technologies – such as Biotechnology (for example, biofuel production, genetically manipulated food), Nanotechnology and contemporary Medical Technology – as well as to correlate these technologies with certain contemporary bioethical issues.
On the basis of the fundamental principles of these new technologies and of the most important ethical theories, an interdisciplinary approach and management of these problems on a theoretical as well as on a practical level is undertaken.

E-108 SCIENCE IN THE LAB

Koumaras, Panagiotis

4th semester

Students prepare and present experiments concerning science concepts usually taught in primary school. They are also trained to organise, support and encourage the involvement of pupils in “School Science Fairs”. Only a small number of students will be accepted in the course as it runs as a laboratory course.

E-109 SOCIAL PSYCHOLOGY AND EDUCATION II

Marvakis, Athanasios

4rd semester

E-110 DEVELOPING LITERACY THROUGH CHILDREN’S LITERATURE

Mitakidou, Chrostodoula

6th semester

The role that children’s literature can play in developing and supporting literacy among emergent readers and writers is the focus of this class. The characteristics of children’s literature that contribute to the development of literacy are identified and discussed. Children’s interactions with children’s literature at home are described and assessed so that the process of natural literacy acquisition can be analyzed. This process is compared with children’s interactions with the written text at school. Future teachers are encouraged to compare these two processes of interaction and identify the role of children’s literature in the process of literacy acquisition. The role of literature in teaching across the curriculum is also discussed and student teachers have the opportunity to co-create literature-based lesson plans

E-111 MULTIMEDIA IN THE TEACHING OF HISTORY

Repousi, Maria

6th semester

The course functions as a laboratory and aims at the preparation of students to be capable of taking advantage of the use of electronic environment in history classrooms in the elementary school.
The electronic environment is first presented with the digital possibilities it offers for History Education. The Greek multimedia applications concerning the history lesson are secondly displayed and initial directions for comments and possibilities of enhancement are given. Exemplar foreign language multimedia applications are also exploited. Students are required subsequently to select software, to comment on it and to test its feasibilities by teaching a course of history based on this. In the context of this exercise, students are expected to use the digital environment in order to create an active explanatory and reflective history learning environment. It is finally on the basis of this exercise that students are examined

E-112 BILINGUISM AND EDUCATION ISSUES

Fista, Evagelia

3rd semester

The content of the course is about:
Terminology issues on bilingualism and bilingual education. Theories on bilingualism, forms of bilingualism, individual bilingualism, social bilingualism, language and bilingualism, bilingualism and interference, loans, switching language codes. Types of bilingual education, bilingual education programs, analysis and discussion of research findings resulting from the application of educational programs to bilingual students abroad (Europe, USA, Africa, etc). Interpretations of school failure.
The heterogeneity of student population in Greece, planning/designing and analysis of educational interventions to bilingual learners by university students.

E-113 E-113 NEW TECHNOLOGIES AND EDUCATION FOR THE ENVIRONMENT

Lambrinos, Nikolaos & Tamoutseli, Konstantia

6th semester

It is a subject that deals with the European water resources. Water is examined according to its sources for each European country. Also, taking into account tables which are published by the European Environmental Agency, the students will count how much of the water of each country is domestic and how much is from other countries. Also, they will encounter the percentages of the uses in each European country. At the end of the seminars, the students will know how much of the water is used for what purpose in each European country using simple methods.

Among the aims of this course is the familiarization of the students with the search of websites, web spaces and web gates for Environmental Education as well as Education for Sustainable Development. Students are acquainted with the methodology that pertains to the development of teaching material through the study of various examples that can be reached in the web. They are required to design teaching material related to an environmental problem of their choice and to develop it according to the web-quest environment. It is on the basis of this material that students are examined and assessed.

E-114

GREEK AS A SECOND/FOREIGN LANGUAGE IN THE DIASPORA

Fista, Evagelia

4th semester

The aim of the course is to bring students close to the objectives and the content of the teaching of the Greek language as a second/foreign language in the Diaspora. The course examines key issues of the teaching of Greek as a second/foreign language, relevant teaching approaches as well as multilingualism, cultural diversity, and educational and language policy.

COMPULSORY ELECTIVE COURSES

YE-1 NEW TEACHING PRACTICES IN LITERATURE CLASS

Apostolidou, Venetia

8th semester

The aim of this course is to train the students in using new teaching practices in literature class. The course examines ways of integrating literature reading with other subject areas such as environmental or social studies. Additionally, it investigates ways to motivate children to read through extracurricular activities like book clubs, book fairs, invitations to writers etc. The students are asked to design literature projects and teach them experimentally in schools.

YE-2 DESIGNING NEW INSTRUCTIONAL PRACTICES FOR LITERACY LEARNING IN GREEK SCHOOLS

Aidinis, Athanasios - Kostouli, Triantafilia

7th-8th semester

In surveying work carried out on School Literacy, we may note a shift in research focus away from language to the investigation of literacy. This has led to significant new changes pertaining to the way linguistic units and social processes are defined. Texts are thus redefined as multimodal units of social action; reading and writing are revisited as socioculturally shaped processes, emerging out of the interaction between local meanings and official ones. Indeed, recent approaches have proceeded even further to suggest that school literacy should broaden its scope to include a critical approach to texts; in short, texts, rather than seen as transparent ways of reaching predefined meanings, are redefined as the means through which participants negotiate their differing constructs of reality, their varying viewpoints, their ideologies.
How do these insights translate to pedagogical interventions for the development of school literacy? This is what this course sets out to attain.
Specifically, this course aims to empower teachers and students so that they develop instructional practices that diverge from the autonomous model of literacy. Working within the field of critical pedagogy and drawing from the sociocultural theory of learning, this course aims to put forward a dynamic and flexible framework that clearly contrasts to reproductive practices prevailing in the Greek context: teachers and students tend to work following a rather static set of instructions, reproducing a body of school knowledge imposed on them. The course aims to help students diverge from this logic and learn how to cooperate with their students in designing learning activities that are sensitive to students' own needs. The ultimate goal is to illustrate how teachers and students can work together so that they transform school communities into learning communities within which local meaning and student textual practices are regarded as important sources of information for literacy learning in school contexts.

YE-3 MULTIMODAL DISCOURSE TEACHING PRACTICES

Papadidmitriou, Eva

7th-8th semester

This course: (a) makes a comprehensive presentation of basic theoretical issues pertaining to multimodality, visual literacy and multimodal discourse analysis and instruction, (b) explores, through the analysis and discussion of specific teaching units, the degree to which Greek Language Arts textbooks integrate activities of text comprehension-analysis and written discourse production that fall under the concept of multimodality in multiliteracies, (c) involves students into the designing and implementation of alternative activities for teach-

ing visual literacy and multimodal discourse, and (d) investigates the implications of the alternative approaches for the multimodal discourse instruction.

YE-5 TEACHING SCIENCE IN THE CLASSROOM

Seroglou, Fanny

8th semester

The course consists of workshops that introduce future teachers to science teaching, to the norms, the rhythms, the conditions of didactical transpositions elaborated in science classrooms through the use of a variety of teaching strategies.
The course is carried out in three phases. In the first series of workshops, future teachers attend, discuss and analyse videotaped science lessons taking place in greek primary schools in real classroom situations. In the second phase, they prepare their own science sessions and teach them in greek primary schools. Finally, in the third set of workshops future teachers attend, study and analyse their own videotaped sessions.
During the course the theories of science education are gradually realised and tested in classroom applicability providing fruitful feedback for theory-practice didactical adjustments.

YE-6 MATHEMATICS TEACHING: FROM THEORY TO PRACTICE

Tressou, Evagelia

8th semester

The aim of the course is to draw attention to the complexity of the teaching task and facilitate the transition of student teachers from learners of the learning and teaching of mathematics to teachers. The content of the course creates a bridge between what future teachers know, i.e., their mathematic knowledge and the theories of mathematics learning, and the reality they will be called to face in the classroom, the mathematics curriculum, the preparation and evaluation of the lesson, the children and their diverse experiences, the social, emotional and cognitive factors that intervene in the act of teaching and influence learning.

FOREIGN LANGUAGES

COMPREHENSION AND ANALYSIS OF EDUCATIONAL READINGS IN ENGLISH

COMPREHENSION AND ANALYSIS OF EDUCATIONAL READINGS IN FRENCH

Miltsakaki, Kalliope (English)

Fista, Evaggelia (French)

1rst &2nd semester, 3 units

It is a degree requirement course that grants 3 credits. Students are free to choose any other foreign language they wish from the Foreign Language Center at A.U.TH.
The aim of the course is to familiarize students with the specific language and terminology of their field, help them understand the foreign literature and meet general and specific situations of communication, such as attendance of and participation in scientific conferences.

Lesson attendance requires a good knowledge of the chosen language and students have the opportunity to consolidate, assimilate and practice terms and concepts in the field of Educational Sciences. Students are required to pass the exam of the course at the end of any semester they wish.
The Teaching of English or French as a foreign language is offered as a supplementary/optional course, with no credits, to the students who do not have the sufficient knowledge to attend the Comprehension and Analysis of Educational Readings. It aims at the development of reading, writing, listening and speaking skills.

COMPUTER LITERACY

THE AUTHORITIES OF THE SCHOOL

ELECTION AND COMPOSITION OF THE SCHOOL'S ADMINISTRATIVE MEMBERS

The General Assembly of the School

The General Assembly consists of the Faculty Members, Lab and Teaching Staff and Technical Support Stuff representatives, undergraduate student representatives equal to 50% of the Faculty Members number, and graduate student representatives equal to 15% of the number of the Faculty.

The General Assembly of the Department

It consists of the Faculty members that make up the Department and representatives from the undergraduate and graduate body of students.

Administrative Board

The Administrative Board of the School consists of the Chair of the School, the Vice Chair, the Heads of the Departments, two undergraduate student representatives, one graduate student representatives and a representative from the Lab and Teaching Staff or from the Lab and Technical Support Stuff, in case that a matter of their interest arises.

The Chair of the School

The Chair of the School is elected every two years by the special body of voters who come from all groups of the Academic community of the School.

Education Faculty Building (Tower)
Auditorium - labs of the School