Professor	Code	Title	Description	ECTS	Code	Title	Description	ECTS
Antonis Hourdakis	A06 Π02	Intercultural Education and Historical Education	The content of the course is mainly oriented towards the initiatives taken after the Second World War by UNESCO and the Council of Europe relating to the enterprise taken for the radical transformation of teaching, the revision of textbooks and especially of history textbooks and a new intercultural approach focusing on "the interdependence of peoples and cultures and their contribution to the heritage of the world"	4	A02 Π07	Museum education, learning and experience	Given the rich historical and monumental educational landscape of Greece, the course aims to introduce and strengthen students in the principles of an expanded pedagogical and didactic function of the museum, local history and our rich educational cultural heritage (as a process and social practice, Smith, 2006)	4
Pella Calogiannakis	A05 Π01	Sociology of Education: the formation of 'human-citizen'	The lesson deals with the main issues of the Sociology of Education, theories and main representatives. Also, it includes modern issus of the area, such as equality of opportunities in education, human rights, agents of socialization, the role of the family, school and others, the crisis in education and society.	4	A02 Σ06	Youth and Society: modern expressions	The seminar is focused on the relation of youth with politics in large terms. It deals with the different ways of their expression and their efficiency (knowledge, attitudes, values, behaviors, participation, formation of identity, citizen, art expressions-graffiti, tatoo etc.)	5
ANASTASIADES PANAGIOTIS	A15Σ06	Virtual & Augmented Reality in Education	The course offers basic knowledge and skills in the field of pedagogical utilization of augmented and virtual reality apps in education. Students after the end of the seminar are expected to: - recognize the main characteristics of virtual reality applications in education - recognize the main characteristics of augmented reality applications in education - distinguish the differences between the main characteristics of virtual and augmented reality applications in education - to familiarize themselves with good practices from the Greek and international area - to use these applications in practice in various teaching subjects	5	A12Σ05	Distance Learning in Schools: From Theory to Practice	The purpose of the offered course is to introduce students to basic theoretical issues of distance education with the use of advanced internet learning technologies with an emphasis on school distance education. It should be noted that within the course the students will participate as critical friends in 4 educational teleconferences within the framework of the "ODYSSEAS" research program.	5
Theodosia Michelakaki	A06Σ12	Intercultural Pedagogy: theory and practice	The course aims at discussing and clarifying basic terms of Intercultural Pedagogy. Topics of the course: - diversity and multiculturalism - diversity of cultures - intercultural competence - multiculturalism in the Greek educational system	5				

| John Ieronymakis | Α03Σ02 | 1. Renovators of pedagogical thought and practice, 2. School Practicum B | 1. In the context of the course, the renovators of pedagogical thought and practice are examined with an emphasis on (a) their theoretical and philosophical thinking and (b) the connection of pedagogical theory with educational practice. Our exploration starts from the beginnings of philosophical thought, continues with the theorists who draw their ideas from the Enlightenment movement, Modern Pedagogy, New Education and also Critical Pedagogy. In addition, representatives of postmodern pedagogical approaches are presented that link the phenomenon of education with differentiated social and cultural learning environments and focus on the lived experiences and narratives of the individual, as a prerequisite for an education that promotes critical consciousness, empowerment and emancipation of the individual. The pedagogical positions of the advocates of linking teaching and educational research with cultural studies, social activism and marginalized groups are also analyzed.
2. School Practicum | 5 | | | |
| | **A08 01** | | | | | | |

Angeliki Mouzaki	**B06 11 ή NEO B0317**	**Screening and diagnosis of reading disabilities or Research methods in Educational Psychology**	The aim of the course is to introduce students to the subjects reading difficulties and basic approaches to the detection and diagnosis of reading difficulties. Contents include the use of psychodiagnostic tests, the Response to Intervention model, the detection procedures through weighted assessment and didactic assessment, the early detection of reading difficulties and institutionalized practices in the Greek primary school as well as the means and techniques (informal tests recording the reading behavior).	4	B06Σ10	Intelligence	The aim of this course is for the students to briefly familiarize themselves with contemporarytheories about intelligence (Spearman, Thurstone, Sternberg, Gardner, etc.) and cognitive functions but also empirical data that have emerged from investigating the relationship of intelligence to its environment developing child and school learning. An important part of it of the course is devoted to the study of mental retardation and the learning difficulties with an emphasis on their developmental path of children with mental retardation and appropriate psychopedagogies interventions. Finally, reference is made to the available techniques intelligence assessment (Stanford-Binet, Wechsler and Raven scales) as well as limitations and errors in intelligence assessment.	5
ELENI VASILAKI	B01 05	Cognitive Processes, Emotions and Mental Health	Research and theories on emotion generation and its disorders are presented from the perspective of cognitive psychology. The most important cognitive theories that can potentially be a good interpretative framework for their emotions and disorders are presented. In terms of emotional development, basic emotions under the right conditions can develop in a modular or dissociative manner. The failure of basic emotions to be integrated into the overall development of the self can be a crucial precursor to the development of emotional disorders.	4	B01Σ02	Brain, Learning & Behaviour	he seminar provides a scientific approach to studying the biological basis of behavior and learning. Through the modules, students understand the biological basis of behavior and its interaction with the learning process. They understand the development of the nervous system, the dynamic relationship of the brain, behavior, and learning as well as the specialized brain regions related to the different functions, gender differences in brain functioning, mental disorders, and brain dysfunction.	5
Eleni Mihailidi	B02Π01	Child Psychology 1	The course refers to the basic principles od human development. Childrens physical, emotional, mental and psychosexual development áre being analyzed. There is a detailed analysis of the psychological birth of humans. The attachment theory is a basic part of the course. Finally the consequences of childrens emotional deprivation are being examined	4	B04Σ02	Various subjects of developmental psychology	The course analyzes in detail and depth the most important millestones of the developmental procedure. There is a particular emphasis on childrens emotional, social, psychological, and sexual development. Finaly issues refering to agression, child abuse, school and other phobias, sex education, as well as other common problems children face, are being analyzed,	5

AIKATERINI VASIOU	**B03 17**	Research methods in Educational Psychology	Research in the field of teaching and learning. Ethical issues. Definition of variables and psychometric tools. Methodological approaches. Quantitative, qualitative, and mixed research. Statistical methods in the service of understanding the learning process and the effective educational interactions. Citations and references.	4	B03Π01 (Y)	Introduction to Edycational Psychology	Educational Psychology and the effective teacher. Cognitive and language development. Moral, social and emotional development. Individual differences. Socio-cultural diversity. Students with special needs. Behavioral and social-cognitive theories of learning. Cognitive theories of learning. Constructivist theories of learning. Learning motivations. Managing learning in classrooms. Evaluation.	4
Eleni Tragoulia	B05Π07	inclusive education for students with disabilities	The purpose of this module is to introduce to students the challenges provoked by the presentation of various disabilities. Furthermors students are invited to discuss the principles of inclusive education. Effective teaching strategies are being analysed in order for students to be well prepared to implement inclusive instruction for students with and without disabilities.	4				
ELIAS KOURKOUTAS	B05Π03	Developmental Disorders	Systems and Models of diagnosis, taxonomy and classification of Developmental & Psychosocial disorders in childhood and adolescence Categories of Developmental /Psychosocial disorders Individual psychosocial characteristics and symptoms of various developmental disorders Etiological Factors and Causal Models/ Family, School and Individual Risk Factors for the emergence and evolution of various developmental disorders	4	B05Π1O	School Counseling for Children with Complex Difficulties/Disorders	School Counselling for students with difficulties/ Special Educationa Needs (SEN), their parents & teachers: theoretical and intervention models Cattegories of Disorders/Special Educationa Needs (SEN) SEN: Individual/Family Characteristics & Risk Factors Traumatic experiences/ criticial/risk conditions in family and school (Divorce, Bereavement, Abuse/ Victimization of children with SEN) Role/Skills/Practices of School Counselor, School Psychologist, Special Educator Individual and group counseling for Children with Difficulties/ Disorders/ SEN Modes of Counseling support of Parents & Teachers within school context Art-based interventions within scchool for students with various disorders/difficulties/SEN	4

Spantidakis Ioannis	Β03Π14	Literacy and Information Computer Technology in teaching Greek language as second and foreign	Literacy as a socio-cultural-psychological phenomenon. Psycholinguistic, Sociolinguistic and Humanistic theories of Literacy in the second language L2. Similarities and differences in writing between native language and L2. Computer Supported Language Learning. Historical review and Contemporary Interdisciplinary Approaches to Literacy in the field of L2. Information and Communication Technologies (ICT) and literacy in L2. The role of ICT as communication tools. Synchronous and asynchronous communication. The use of ICT as teaching tools in the field of Greek as a second and as a foreign language. Hypertexts, Hypermedia and written speech. The role of ICT as sociocognitive tools. Principles of Pedagogical Design of Online Literacy Learning Environments. Literacy and ICT strategies. Modern Online Literacy Environments. Design and development of literacy learning environments in L2. Evaluation of literacy learning environments L2. Literacy Teaching Scenarios-Reflection Presentations of students' work -Report- Conclusions	4	Β03Π16	Strategies of academic writing	Introduction to academic writing: What is academic writing? Types of academic texts. Literature search in databases and search - Practical application. Bibliographic review and literature review- Practical application. Strategies for critically reading academic texts. Analysis of structural elements and lexico-grammatical style of academic texts. From critical reading to writing academic texts, the role of metacognition. Scientific way of writing - Basic characteristics - Presentation of scientific papers. Steps of writing a scientific paper (Paper structure-Abstract, Introduction, Methodology, Results, Discussion) - Practical application Strategies for planning, organizing, writing and improving an academic paper. Development of metacognitive writing skills – Practical application. Plagiarism and ethics of scientific work. Litterature recording systems. In text citations and formation of a list of references – Practical application	4
Michail Kleisarchakis	Γ03Π08	Evaluation of Educational Software	Definition and justification of educational software evaluation. Evaluation types and procedures and their epistemological foundation. The development of an evaluation model Defining the evaluation object, planning the evaluation, performing the evaluation and disseminating the result. The application of the model in the classroom. Use and Evaluation of Educational Software in the form of Mobile Application in educational processes.	4	Γ03Σ06	Design and development of teaching materials in an online environment	Hypermedia and networks. The environment of the Internet and the World Wide Web (WWW), with particular reference to their educational potential. tools for writing teaching materials, in the World Wide Web environment. Principles of designing instructional materials for online applications. Design and development of a didactic module in hypermedia online format. Development of educational applications for mobile devices.	5

Aikaterini Mavrantonaki	Γ02Π04	Lesson planning and teaching material production	Students of this course will: Study the Greek Curriculum Study and evaluate teaching scenarios Study and evaluate learning material Create learning material Create cross-curricular educational scenarios Create project based educational scenarios	4			
MARIA iVRINTELI	Γ01Π03	HIDDEN CURRICULUM	Conceptualization problems of the hidden curriculum. Characteristics and functions of the hidden curriculum. Sectors of the school environment that are par excellence the fields of formation of the hidden curriculum. School space, time, timetable and the effect of the hidden curriculum. The teacher as the creator of the hidden curriculum. Pedagogical relationship and "latent" forms of students' stigmatization. Linguistic and other patterns, the role of the two sexes. The student as a shaping factor of the hidden curriculum. Interpersonal relationships, games and student deviant behavior. Self-concept and types of student intelligence. Research data regarding what students "learn" through the hidden curriculum. Indicative examples from school life that demonstrate the power of the hidden curriculum. Strategies to eliminate the "side effects" of the hidden curriculum.	4			

| Kostis Christidis | Δ03A02 | Visual art expression of the child: Sculpture & applications | The specific thematic unit is perceived as a place of creation and critical reflection, which reveals organized knowledge about art, awakens interest in artistic action, but also offers the opportunity for a broader intellectual-cultural cultivation. In this sense, artistic literacy through sculptural expression is understood as a participation in an open, creative, exploratory and critical dialogue that helps the individual to constitute himself as a subject, experiencing more deeply his relationship with himself and the world. Contemporary visual creation, in all its forms, painting, sculpture, engraving, constructions, events, video, new technologies, photography, etc., activate the senses, enrich the child with stimulus and experiences, develop the imagination, build new knowledge, create avenues for the expression of feelings, perceptions and reflection and, finally, enhance the child's creativity and the development of creative thinking. The course consists of a theoretical and practical approach to issues of space, form and volume, with exercises aimed at understanding the relationships between the work and its surroundings. | 4 | Δ03Π04 | History Of Art | The content of the course focuses on the art of Western culture, in the fields of visual arts and music, from the late 19th century to the 21st century, during which major changes in their roles and purposes, form and content took place. Artistic creation is approached not only on the basis of expressive issues of structure, composition, form and content, but also within the general context of the cultural, political and social parameters of the time. At the same time, emphasis is placed on the main characteristics of the main visual arts - music pedagogical approaches through theoretical principles and practical applications, on how art history can be applied in schools as an inter-artistic and interdisciplinary expressive and research approach. In this way, an attempt is made to connect representational-aural systems for the search-building of new pedagogical and epistemological ideas and concepts for educational and research design. | 4 |

Vassiliki Vassiloudi	ΔΟ1 Π03	Children's Literature	The course aims at familiarizing prospective teachers with the basics of the theory and history of Children's and Young Adult Literature. Students familiarize themselves not only with the classics but also with contemporary works of Greek and International Children's Literature, and construct "an internal library" while at the same time they establish aesthetic and pedagogical criteria for the selection of children's literature. On the basis of a sample of children's literature the following issues are approached: -Definitions and limits of Children's Literature and Childhood as constructs of Western thinkers -Censorship in its various manifestations (political censorship, pedagogical censorship and self-censorship) through exemplary texts -The transformation of philosophical discourse into children's literature. The game of rules and transgressions -Political allegory, historicity and fairy tales -The political myth of the castaway or the adventure of a transposition -Historical novel and bildungsroman: the case of WWII novels -Adaptation as a process and a product in the field of Children's Literature -From Carroll to Rodari all the way down to Trivizas: creative routes and imagination -Pedagogical use of children's literature – the formation of communities of reading in formal and informal educational settings	4	Δ01 Σ28	Children's Literature and Sensitive Issues	The seminar aims to familiarize prospective teachers with works of Greek and international children's literature that touch upon sensitive issues which were and are still considered taboo for a child readership. These works are approached through a comparative lens not only in relation with earliest works of children's literature but also in relation with literature intended for an adult readership so as to showcase continuities and discontinuities or shifts in the attitude of adults to sensitive issues. Furthermore, students explore the narrative techniques deployed by writers and illustrators so as to tackle these issues and transform a given social reality into a narrative. The following issues are approached: -Picturebooks and children: the myth of happy childhood -Resilience and premature adulthood -Death and palliative care ad usum delphini in picturebooks -Abuse: Narratives and Images -Traditional and Modern Family patterns -National identities and historicity in earlier and contemporary children's literature -Political education and revolutionary books for children -Identity and Otherness in picturebooks -Gender Identities -Representations of the current refugee crisis and the mythology of the Western Philanthropy -Social issues: divorce, poverty, working children -The culture of guilt: heroes, perpetrators and victims	5
Kyriaki Trichaki	Δ03Α09	Music Education	The aim of the course is to develop the creativity and musicality of the participants, which is achieved by presenting, evaluating and emphasizing on the features of the main music education approaches, with reference to their theoretical principles and their practical and praxial application. The specific objectives of the workshop are based on active participation and experiential learning, focusing on understanding artistic multimodality, highlighting creativity as a pedagogical practice and unschooling knowledge. At the same time, an effort is made for the participants to realize that through the arts, learning does not only aim at cognition, but also at the senses, thus leading to a deeper understanding of culture, politics, society, all in all life itself.	4	Δ03Π04	History of the Arts	Το μάθημα είναι συνδιδασκαλία, τα στοιχεία έχουν αποσταλλεί από τον Κώστα Χρηστίδη	4
Emmanouil Chalkiadakis	Δ05Π04	Modern Greek and European History	The course "Modern Greek and European History" examines the period from the Greek Revolution and the establishment of the modern Greek state, with the Protocol of London, in 1830, until the outbreak of the Second World War.	4	ΣΠΑ Β	School Practicum 2	School Practicum	4

Paraskevi Thomou	Δ01Π06	Teaching of the Language Course	The course discusses the teaching methodology of the Greek language at Primary school (syllabus and curriculum) and its implementation in units of the school books. Language skills, teaching of texts and types of texts, teaching of grammar are issues to be discussed.	4				
Paraskevi Thomou	Δ01Π31	Structure of the Modern Greek language: Lexical issues	Lexica issues of the Modern Greek language are the main concern of the course: polysemy, synonymy, metaphor, metonymy, derivation, compounding. The course focuses on the semantic relations of the vocabulary.	4	**Δ0132 ή Δ0106**	Language research and teaching applications	The seminar focuses on researching on language issues and connecting research with teaching practice.	4
Anangostakis Symeon	Ε03Π11	Digital Literacy and the Internet	The main purpose of the course is to understand the digital world and the basic principles of the Internet for a safe and ethical use of it in education.	4	Ε03Σ09	Educational Robotics	The course objectives include the familiarization with the notion of robots and the development of cognitive skills. The course was designed within the general context of increasing the Science and Technology Literacy. Its syllabus includes the assembly and coding of different modules towards the construction of a robot performing specified tasks.	5
DIMITRIS STAVROU	Ε02Π02	FUNDAMENTAL CONCEPTS OF PHYSICS	- Basic kinematic and dynamic quantities. Newton's laws, law of universal gravitation, inertia, work, energy, momentum, rotational motion, angular momentum, moment of force, moment of inertia. The basic laws of conservation (momentum, angular momentum, energy, electric charge). Oscillations, wave phenomena, examples of waves, phenomena related to wave propagation, electromagnetic radiation, color, lenses and mirrors, sound, sound waves. Temperature, heat, basic laws of thermodynamics, propagation of heat. Elements from fluid mechanics, basic laws, selected hydrodynamic and aerodynamic phenomena. Basic concepts and laws related to electric and magnetic phenomena.	4	Ε02Π02	FUNDAMENTAL CONCEPTS OF PHYSICS	- EXCERSISES AND EXPERIMENTS FROM THE FIELDS OF MECHANIC, THERMODYNAMICS, ELECTROMAGNETISM, AND WAVES - OPTICS	4
Contract	Ε01 Π08	Modules of Mathematics curriculum in Primary School	In the context of this course, a content analysis will be carried out and also an elaboration of the presentation techniques and the difficulties contained in certain Modules of Mathematics curriculum in Primary School, which present particular difficulties, such as: algorithms of operations (particularly division), fractional numbers, decimal numbers, mixed numbers, GCD, LCM, geometry (areas and volumes), equations, ratios and proportions, percentages, problem solving.	4				

Kourkoulos Michalis	E01Σ03	Introduction to Probability Theory and Statistics	Natural numbers and their empirical basis as plural numbers of finite sets and as ordinal numbers. The mathematical foundation of their empirical basis through Peano's axioms. Whole numbers and the basis of their mathematical foundation. The four arithmetic operations and their properties. Powers of numbers and their properties. Numbering systems. The decimal place system and the justification of the algorithms of the four arithmetic operations. Numbering systems with a base other than 10. Examples and their use during the historical development of mathematics but also in the present era (binary, quintupial, twelfth, hexadecimal, etc.). Conversions from a number system to and from the decimal system. Basic concepts and propositions from the theory of divisibility of natural numbers: The divisibility theorem and its basic consequences for elementary arithmetic. Prime numbers and finding them with the Sieve of Eratosthenes. The Fundamental Theorem of Arithmetic for the analysis of a natural number into a product of prime factors and its basic consequences in the context of elementary arithmetic.	5				
Emily Michailidi	E02Π07	Modules of Physics and Chemistry curriculum in Primary School	Constructivist learning. Student ideas in Natural Sciences. Teaching strategies in science teaching Overview of scientific knowledge. Student ideas. Teaching approaches for the following: - Matter and material bodies – Structure of matter - Heat (Changes in physical state – Modes of propagation – Contraction/Expansion) - Sound – Sound waves: - Light (Propagation – Reflection – Refraction – Absorption) - Static electricity - Magnets – Electromagnetism:	4	E02Σ16	Informal science education	Operational definitions of formal, non-formal informal learning with emphasis on the differences between them. Typical examples of informal and non-formal learning settings. Benefits of visits to informal learning settings in the learning process. Theoretical background – The educational role of Science Museums: Presentation of the contextualized learning model. Aims and objectives of natural science museums. Factors affecting student/visitor learning. School-museum bridging: the role of the teacher. Examples of informal science learning settings: Museums/Science Centres, Research centers and Laboratory spaces. Development of educational materials: Detailed teaching plan and accompanying educational materials for use in informal learning settings	5