Professor	Code	Title	Description	ECTS	Code	Title	Description	ECTS
John Ieronymakis	A06Π14	1. Discussing on (ethnic) cultural diversity in places of cultural experience and learning, 2. School Practicum A	In the context of the course, (ethno) cultural identity/ diversity is examined as a determining parameter that affects communication, education and learning (individual and collective) within and outside school. On this basis, different cultural and social contexts are explored as dynamic fields of cultural exchange and enrichment, social participation, free dialogue, critical and transformative learning. Through the postmodern approaches and methodologies followed, which link education/learning to the lived experiences of students of different origins, nationality, religion, language, but also social class, gender, education or culture, concepts such as 'identity', 'otherness', 'otherness', 'similarity', 'diversity', work complementarily rather than oppositely, mitigate the inequalities suffered by vulnerable groups and are used for an alternative cross-border education.	4				
Antonis Hourdakis	A04Π01	History of Modern Greek Education: Occupation – Resistance – Civil War	The course refers to the organisation of education and the problems that arose in its implementation in Greece during three difficult periods of its history	4	A06Σ11	Border Education in multicultural learning environments	According to H. Giroux (2010), Border Pedagogy seeks to create educators they are called upon to examine the ways in which inequality is promoted and highlight how their intervention mediates and resists the logic of dominant social and educational practices	5
Pella Calogiannakis	A01Π03	Founders of Comparative Education and their influence to modern education	The lesson presents the main founders of Comparative Education, the presentation of the their work and their influence to the modern education and pedagogy	4	A02Σ03	The Socialization of Vulnerable Groups: the case of Roma People	The seminar deals with main issues of socialization in modern society with special emphasis to vulnerable groups, via the study of a case, the Roma People	5
Anastasiades Panagiotis	A11Π04	Introduction to eLearning	The aim of this course is the development of knowledge and skills, so that students are able to design, organize, and evaluate School Distance Education & Teacher Training programs using ICT. Within the context of the course, interest is focused on the concepts of creativity, collaborative inquiry and knowledge building, and critical thinking.	4	A15Π05	Artificial Intelligence (AI) in Education	The course offers basic knowledge and skills in the field of pedagogical utilization of artificial intelligence apps in education with with an emphasis on encouraging the creativity of both teachers and students Students after the end of the seminar are expected to: - recognize the key features of artificial intelligence applications in education - to familiarize themselves with good practices from the Greek and international area - to put into practice the modern applications of artificial intelligence in education in various teaching subjects/interdisciplinary approach with an emphasis on encouraging creativity and critical thinking.	4
THEODOSIA MICHELAKAKI	A06Π13	Interculturalism and Education	The course includes the following topics: 1.Intercultural Pedagogy: Concepts, principles. 2.Models of Interculturalism. 3.Migration 4.Intercultural Education in Greece 5.Education and Multiculturalism 6. Racism, prejudice, stereotypes 7.Ethno-cultural Identities 8.Human Rights 9.Intercultural Competence	4				
	A01Π01	Introduction to Pedagogy	The main purpose of the course is to acquaint the students with the field of Pedagogical Science as well as with the teaching profession. The main topics of the course will be analyzed based on the teacher's suggestions but also with students' assignments, with the aim of understanding terms, concepts, phenomena, events, persons and conditions related to modern Pedagogy.	4				

Angeliki Mouzaki	B05Π11	Specific learning disabilities in reading and spelling	The course is the basic introductory course for the study of basic topics of special learning disabilities. It refers to introductory concepts and clarifies main issues of the field such as learning difficulties in reading and specific reading disorder (dyslexia), diagnostic approaches, early detection and intervention. The model of response to intervention. The intervention and support of children with learning difficulties in reading and spelling. Phonological awareness and graphophonemic correspondences. Improving decoding and reading fluency. Enhancing reading comprehension and use of metacognitive study strategies.	4	B05Σ04	Language disorders in primary school	The course presents and analyzes issues of diagnosis and intervention of Developmental Language Disorder, extensive reference is made to intervention programs implemented internationally to improve children's language skills as well as issues of educational practice. Indicative sections are: The typical language development of children. Contemporary interpretations and classification of developmental language difficulties and disorders. Oral language assessment methods in childhood and ethical issues. The role of the school psychologist, special pedagogue and the speech therapist in the assessment and intervention of speech disorders. Informal and weighted tests for assessing the development of phonological awareness. Vocabulary assessment. Language development on the autism spectrum and in children with genetic syndromes.	5
ELENI VASILAKI	BO1 Π01	INTRODUCTION TO PSYCHOLOGY	The "Introduction to Psychology" course refers to the scientific study of behavior and mental processes that are subject to environmental influences. Within the framework of the course we will study and comprehend important psychological concepts and theories as well as present research evidence that supports them.	4	B01 Σ 10	MEMORY: STRUCTURE, FUNCTIONING AND DISORDERS	The goal of the seminar is to introduce students to the cognitive subsystem of Memory. The seminar is a scientific study of human memory, introduces students to the general framework of thinking about how memory works, and analyzes related structural concepts such as short-term and long-term memory, the concepts of encoding, forgetting, interference, retrieval, recognition, and levels of processing.	5
Elias Kourkoutas	B05Π06	EMOTIONAL AND BEHAVIORAL DISORDERS	Forms of problematic behaviors and emotional disorders in schools Risk and Protective factors at Individual, Family and School level Psychoeducational, Psychosocial and Psychotherapeutic interventions in the school context for Teachers, Special Educators and Psychologists	4	B05Σ09	School Counseling for Adolescents with Complex Difficulties/ Disorders	Forms of Psychosocial and Developmental Disorders in Adolescence /Dynamics and Characteristics of Adolescent Period School Counseling, School Psychology and Psychoeducation for adolescents with Special Difficulties/ Disorders	5
Eleni Mihailidi	B04Π02	CCommunication and interpersonal relationshsips	The course refers to the basic principles of human communication and social skills and it analyzes the most important rules of a healthy communication. Furthermore the course refers to the non verbal communication and thechannels it springs from. The non verbal communication of the school environment is being analyzed extensivelly. Finally the specific characteristics of the interpersonal relationships which aduls form throughout their lives, are being connected to their childhood experiences.	4	B02Σ06	Psychosexual development and education	The particular seminar refers to the human sexuality and to related topics. The stages of the psychosexual development according to the psychoanalytic theory are being analyzed. There is special mentioning to the societal gender stereotypes. Finally the topic of childrens sexual education is being analyzed and its techniques and difficultied are being discussed	5
AIKATERINI VASIOU	ΣΠΑ Α	School Practicum	In the context of the School Practicum A, the systematic contact of the undergraduate students with the school reality is attempted in order to gradually practice observation, organization, conduct and reflection in the teaching-learning process.	4	B03Σ18	Moral, social and emotional learning	Cultivating moral behavior Empathy and taking perspectives activities Cultivating social and emotional skills Self-awareness and social awareness activities Self-regulation activities Communication skills activities Conflict resolution activities	5
Eleni Tragoulia	B05 Σ03	Organization and Dynamics of school classroom	The ppurpose of this module is students to understand the culture which is being formed through the psychological and social interactions amongst students but also between teachers and student in general primary classrooms. In addition, effective teaching strategies are being discussded and analysed in order for students to be highly prepared for an effective instruction.	5	ΣΠΑ Α	School Practicum	Συμπληρώνεται από την/τον συντονίστρια/στή	4

Spantidakis Ioannis	Β03Π13	Learning and Teaching of Writing	The contribution of the writing to the development of metacognitive skills, to the promotion of school knowledge and to the improvement of the social status of student-writers. The role of metacognition and working memory in writing and comprehension. Reading and writing relationships. Writing and the society of information and communication. Reading, writing and the internet. Traditional and modern approaches to the writing. Theories – models of reading and writing process. Contemporary socio-cultural and socio-cognitive approaches to writing. Types of texts. Text-centered-procedural approaches. Phases of written speech production - writing and reading strategies. Literacy. Types of literacy. Planning literacy events. Principles of designing learning-teaching environments for writing in the context of cognitive learning. Collaborative writing and reading. The role of the teacher and the importance of process facilitation and support during the teaching of the writing.		Β03Π08	Learning difficulties in writing	Student's roles and skills during the phases of writing production (planning, listing or writing down, revising-improving) with respect to the writing framework − Creator skills (goal setter, ideas generator, organizer, evaluator) - cognitive and metacognitive skills − "Secretarial" skills (mechanical, handwriting, vocabulary, spelling, drafting skills) Author-creator problems − cognitive-metacognitive skills problems − problems of planning, organizing and improving ideas − "Secretarial" problems - Mechanical skills problems : − Handwriting (Dysgraphia) − Spelling (Mispelling) - Vocabulary - Punctuation, syntax, emphasis, capitalization − chapter three: Evaluation of the problems of production of writing . - Basic assumptions of cognitive theories regarding the problems of the writting − Forms of formal and informal evaluation of the written assignment and corresponding tools: - metacognitive evaluation - performance evaluation - evaluation of the result − assessment of mechanical skills. The basic principles and educational actions in order to achieve an efficient supportive teaching - examples of designing - forms of supportive teaching - cognitive training. Types of supportive teaching – Cognitive apprenticeship. Cognitive strategies (generating, organising and improving ideas). - Development strategies of metacognitive skills (collaborative writing, metacognitive control). - Strategies for supporting the mechanistic skills (writing techniques, spelling techniques, vocabulary techniques). - The design, implementation and evaluation of the personalized educational programs. multimedia programs and problems in the writing process.	4
	Β06Σ02			4 5	ΣΠΑ Α			4
Nelly Kostoulas	Γ02 01	Theory and Methodology of Teaching	Theory and Methodology of Teaching This is an introductory course that aims to introduce students to issues of teaching theory and teaching methodology. It presents key concepts such as teaching and learning, the teaching context, teaching models, strategies, methods and skills. It also connects Habermas' cognitive interests to the role of education, teaching and learning as well as curriculum.	4	Γ02Σ03	Alternative Teaching and Learning and its Theoretical Underpinnings	The main objective of the course is to introduce students to alternative forms of teaching and learning with a direct connection between school learning and the problems faced by the local community. In particular, the course aims to develop the interconnection of volunteering and service with learning as an alternative form of teaching and learning intervention in social events.	5
Michail Kleisarchakis	Γ03Π10	ICT in Education for Sustainable Development	The purpose of the course is to develop in students the knowledge and skills for the use of ICT in education for sustainable development. The course leverages students' knowledge of curriculum theory, learning theories, teaching methodology and their literacy in new technologies to design and develop online teaching materials on sustainable development.	4	Γ03Σ09	Digital Media, Participatory Video and Transformative Learning	Conceptualization of digital media and its relation to the moving image, our daily life and the educational process. Visual literacy, multimodality and digital technology. Vygotsky's socio-cultural theory and Gibson's theory of visual perception from the perspective of digital media and their pedagogy. The use of the digital camera as a teaching and critical-reflective tool. Production and editing of animation for teaching purposes and evaluation of teaching.	5

MARIA IVRINTELI	Γ01Π01	Curriculum: Theory and Practice	Conceptualization of curriculum. Historical review and types of curriculum. Basic theories and philosophies of curriculum. Planning, development and organization of curriculum. Interdisciplinary curriculum. Selection, prioritization and "legitimization" of school/educational knowledge. Knowledge-power relations and the normative effect of curriculum in the school. Ideological-political dimensions of school knowledge with an emphasis on the functions of cultural and social reproduction. The asymptotic relationship between the different levels of the education. The relationship between intended, implemented and mastered program and the role of the teacher. Participation of the teacher in decision-making for the implementation and adaptation of the curriculum. Curriculum, school and textbooks. Contemporary trends of the various academic subjects of the curriculum. Curriculum and the ideology of Europeanism. The multiple functions of curriculum and education as a result of the challenges of the 21st century. The content of the curriculum of future. Forms and types of curriculum evaluation.		Γ01Σ05	Curriculum and cinema	1st week- Presentation of the seminar (thematic units and bibliography). 2nd week – Evaluation methodology and selection of films or their excerpts that can be part of the official and applied A.P. Representative models of teaching material development. 3rd week- Topics selection by the students. Presentations schedule. 4th-12th week – Presentations by students	5
Aikaterini Mavrantonaki	Γ02Π03	Alternative paradigms of teaching/learning and their theoretical foundations	The course attempts to answer the following questions: -What makes a lesson alternative? -Who are the most important alternative educators? - What is the theoretical foundation of alternative teaching? - How can students create alternative lesson plans and school projects?	4	ΣΠΑ Α	School Practicum A	In the context of the School Practicum A, the systematic contact of the undergraduate students with the school reality is attempted in order to gradually practice observation, organization, conduct and reflection in the teaching-learning process.	4
	Δ03A08	Introduction to Music	The aim of this laboratory course is to introduce students to the multidimensional and multifaceted nature of Music and Music Education. The specific objectives of the workshop are to raise awareness on arts issues and to develop the audiation of the participants through active listening. Through a variety of examples and activities, students can expand their listening environment, be exposed to music genres that might have been unaware of, with the ultimate goal of cultivating their critical ability in terms of artistic creation, and thus becoming musically intelligent listeners, and generally artistically awakened active individuals. It aims at the overall aesthetic perception of students, the improvement of their expressiveness and their familiarization with the Arts. Practically, many different genres of music will be heard, from various eras -musicology - and aeras -ethnomusicology – accompanied by related activities.	4	Δ03A27	Play, Experience, Inter-act: The Piano and other musical instruments in the educational process	The aim of the course is for students to discover the pedagogical dimensions of play, interaction and experience through the prism of music, integrating the piano, the voice and other musical instruments into the educational process. The specific objectives of the workshop are to deepen their knowledge in the field of Music Education, as well as to raise participants' awareness on issues of musical-kinetic expression through the creative use of musical instruments. The main axes of the course concern the familiarization with the experience and active participation, the integration of improvisation in the educational process - at an individual level and in groups- as well as the development of musicality and the overall aesthetic perception of the participants.	4

Vassiliki Vassiloudi	Δ01 Π13	Modern Greek and European Literature: Narrative Identities	The course takes on a comparative angle in the approach of classic and contemporary European and Greek literature as well as of their intermedial adaptations. If offers a coherent overview posing common questions to different texts. It focuses on the topic of Word War II so as to look into some issues in different contexts: the Occupation in Greece and France, the attitude of the German people to the Nazi tide and the management of trauma by the post-war generations, the Holocaust, the hidden children, the concentration camp experience, and the Greek Civil War. These subtopics suggest how the raw historical material is narrativized, absorbing the socio-political reality at the time of their production; they also reveal different and common narrative and national identities through the employment of certain historical events. The corpus of the course comprises genres such as the memoir, the diary, the picturebook, the historical novel, the bildungsroman, the picturebook and the graphic novel as intermedial adaptation. The following issues are approached: -Ways of employing the historical material -Memory and post-memory and their role in the construction or de-construction of national identities -Trauma literature -Literature of guilt -Resistance literature -Literature from the perspective of victims -Literature about the concentration camp experience -Intermediality and adaptation: WWII in films and graphic novels -War in school culture (national anniversaries, reading engagement, celebrations, memory and oblivion, and misrepresentation) -Pedagogical use of WWII literature in the context of formal and informal educational settings	4	Δ01Π29	Intermedial Adaptations and Children's and Young Adult Literature	The course focuses on those adaptations that address children or youth or recast children's literature in a new cultural product which combines various modalities, without exclusively targeting a child audience. Adaptations are examined in relation to the canon and the classics, as well as to intertextuality. Furthermore, the adaptation is examined not only as a product but also as a process that feeds into or subverts the canon; the reasons why the cultural industry turns to adaptation are also explored. The techniques employed to adapt a work of children's literature into a new mode, the genre shifts but also the muted ideological admissions which invest the adaptation with new values in the contemporary context are further investigated. The course looks into adaptation in advertisement, children's literature, adult literature, cinema, and art. During the course the following topics are approached: -Adaptation: attempts at definition(s) and history of adaptation -The canon and the classics – The whys of adaptation -Adaptation and intertextuality/intervisuality -Adaptation techniques: examples from and in children's literature -Adaptation and genre and ideology shifts -Adaptation and children's literature -Adaptation and cinema -Adaptation and gaming/bookapps -Adaptation and advertisement -Adaptation and art (painting)	4
Paraskevi Thomou	Δ01Π17	Grammar of the Modern Greek Language	The course focuses on a linguistic analysis of the the Modern Greek language. It presents the main characteristics of the structure of the language according to the level of phonology, morphology and syntax.	4	Δ01Σ29	Vocabulary Development and Teaching	The seminar focuses on issues regarding the teaching of vocabulary, the vocabulary learning and teaching strategies, the enhancement of academic vocabulary.	5
Anangostakis Symeon	E03Π01	Introduction to Information Systems	This course covers basic computer and ICT skills. In particular, basic IT principles, operating systems, creation and management of digital content, Internet use, Computational Thinking, copywriting, spreadsheets, presentations, advanced ICT topics are taught.	4	E03Σ10	Coding in Primary Education - the Scratch language in Primary School	The course is the basic introductory course in coding teaching. It concerns programming with Scratch language in the WeDo II hardware for the 3rd and 4th grade of the Primary School. The course introduces students to fundamental concepts of programming through the creation of animations, computer games and interactive tasks with robotic constructions. Designed to be fun, educational and easy to teach programming. It has tools for creating interactive stories, games, simulations, presentations, animations and many other programs.	5
DIMITRIS STAVROU	E02Π06	SCIENCE EDUCATION	The field of Science Education - Scientific Literacy - Students' Ideas about Science phenomena - Theoretical Frmeworks of Learning in Science Education / Conceptual Change. - Educational Reconstruction of the scientific content - Inquiry-Based Teaching and Learning - Education Strategies in Science Education -Desing of Science Teaching Lessons	4	E02Π06	SCIENCE EDUCATION	LABORATORY EXCERSISES IN THE FOLLOWING ISSUES: - Eliciting students' ideas - Educational Reconstruction of the science content - Developement of experimental activities - Development of teaching scenarios	4

| Emily Michailidi | E01 Π03 | Introduction to Probability Theory and Statistics | In the context of this course, students will familiarize with the following concepts: The concept of probability. Probability spaces. Independent events. Conditional probability. Random variables. Probability distribution. Normal distributions. Mean value. Measures of Dispersion. Correlation. Law of large numbers. Central Limit Theorem. Statistical sample. Basic statistical significance criteria. Hypotheses tests. | E04Σ01 | Science, Technology, Engineering and Mathematics (STEM) in education | In the context of this course, students will familiarize with solving but later on also with formulating authentic problems for students that promote inquiry-based learning and the interconnection of the scientific areas of Science, Technology, Engineering and Mathematics. In this process, they will be called to use new technologies and digital tools such as mobile devices, educational robotics, 3D printers, virtual reality glasses, etc. | 5 |