

## Undergraduate Courses for Erasmus students

	<b>Professor</b>	<b>Undergraduate Courses</b>	<b>ECTS</b>	<b>Semester</b>	<b>Language</b>
1.	Roula Tsokalidou	Bilingualism and Education	6	winter/spring	English
2.	Constantinos Vouyoukas	Educational Psychology	6	winter-spring	ENGLISH
3.	Maria Papandreou	Curricula and planning for teaching in Kindergarten	6	Winter	English
4.	Athanasios Gregoriadis	Social Relationships and interpersonal interactions in early childhood education	6	winter-spring	English
5.	Sofia Gavriilidis	Multicultural Children's Literature	6	winter-spring	English French Italian
6.	Panagiotis Pantidos	Science Education	6	winter/spring	English
7.	Antonis Lenakakis	Drama/theatre pedagogy	6	winter/spring	German
8.	Antonis Lenakakis	Drama/theatre practices and innovative activities	6	winter/spring	German
9.	Konstantina Dogani	Creative music education	6	winter/spring	English
10.	Konstantina Dogani	Pedagogy of music improvisation	6	winter/spring	English
11.	Eva Pavlidou	Kinetic and Rhythmic Education	6	winter/spring	English
12.	Eva Pavlidou	The Pedagogical dimension in dance	6	winter/spring	English
13.	Kostis Tsioumis	Minority Groups and Intercultural Education	6	Winter/spring	English

## **Course description**

### **Bilingualism and Education, Roula Tsokalidou**

The class includes the types, definitions and relevant issues on language and culture contact, narrations and texts by bilingual children to discuss and comment on educational material promoting bilingualism and its advantages for all children. Erasmus students are required to submit small group assignments during the semester, to participate in the class discussions and to produce one bigger piece of research work at the end of the course.

### **Educational Psychology, Constantinos Vouyoukas**

Theories of learning and teaching. Behavioral theories. Socio-cognitive theories. Self-regulated learning. Cognitive and social constructivism. Theories of motivation. Hierarchy of needs and motivation. Achievement and motivation. Attribution theory. Goal orientation. Self-determination. Classroom management and children's behavior. Classroom discipline, rules setting, logical consequences.

### **Curricula and planning for teaching in kindergarten, Maria Papandreou**

The first part studies key issues related with curriculum frameworks:

- Main terms and meanings, classifications and models of curricula design
- Principles for early childhood curricula design a
- Models of early childhood curricula
- Structural elements of curricula: objectives, contents, teaching methods and methods of assessment.

The second part examines issues related with curriculum planning in kindergarten.

- Factors which influence the teaching objectives and activities like children's interests, previous knowledge, needs and the current Kindergarten curricula objectives.
- Teaching strategies and pedagogical practices that respond in individual and group needs.

### **Social Relationships and interpersonal interactions in early childhood education Athanasios Gregoriades**

The content of this course focuses in the teacher-child relationships and the quality of the interactions within the preschool classroom. It has both a theoretical and practical orientation and it discusses all the recent findings of the current international research.

### **Multicultural Children's Literature, Sofia Gavriilidis**

Development of skills in regard to theoretical and critical literary approaches of Children's Literature

#### *Syllabus*

- Explore the concept of multiculturalism and its relationship to literature
- Examine books for children treating the issue of identity/otherness (racial, national, religious, such as social, physical or mental health)
- Examine the intercultural function of bilingual books for children
- Examine the narrative techniques for building or reproducing various identities and for identifying, accepting, incorporating or assimilating every different, comparing to the dominant majority, identity are examined

### **Science Education, Panagiotis Pantidos**

Construction of school science, learning theories in their connection with science activities for young children and with the role of curriculum in science teaching and learning. Emphasis is laid on children's mental representations and cognitive constraints as regards physics concepts and natural phenomena. Students are also enabled to the designing of science experiments for young children.

### **Drama/theatre pedagogy, Antonis Lenakakis**

Scope, objectives and methodology of drama and theatre pedagogy. Drama and theatre pedagogy's relationship with the art of theatre and the science of pedagogy, the formal, unformal and non-formal education, the adult and continuing education and the related scientific disciplines. Particular relationships of drama and theatre pedagogy: Rule-inspirator-group, game and learning, behavior, communication, action, theatrical point, self-discovery, solidarity, process, scenery product, empathy. The role of the teacher-inspirator/ animator.

### **Drama/theatre practices and innovative activities, Antonis Lenakakis**

Through systematic study and experimental approaches of various theatre pedagogy practices (e.g. dramatization, theatrical play, pantomime, improvisation, theatrical lectern, happening, forum theatre, invisible theatre), it is intended to explore new ways of approaching cultural events to educational, social and cultural institutions (speech, theatrical, spectacle, multifaceted events). In the same approach, the creation and animation of puppet-figure-object and puppet theatre are very important aspects (materials and techniques of theatrical doll's manufacture, techniques and types of performing on stage and animation, fiction, puppet scenario, puppet show).

### **Creative Music Education, Konstantina Dogani**

Students become familiar with the concepts and the methodology for teaching music in preschool education. Taking as a starting point studies of child's modes of communicating and creating music spontaneously, students explore their own creative ways of expressing musically. They develop a child centred view of music education that supports the process of sound discovery and fosters critical and reflective thinking. The basic musical notions such as volume, duration, rhythm, timbre are integrated creatively to make short group musical compositions.

### **Pedagogy of Music Improvisation, Konstantina Dogani**

Direct familiarization with improvisation is attempted as a process of active listening, experimentation, musical dialogue and group interaction. With an examination of the theoretical background and current research data related to the pedagogy of musical improvisation, the appropriate teacher role in this process is explored in order to find ways to encourage children to express their spontaneous musical thoughts and ideas.

### **Kinetic and Rhythmic Education, Eva Pavlidou**

Theoretical part: Models of early childhood movement education (developmental physical education, psychomotor education, kinetic education e.c.t.), basic kinetic skills, goals in movement education, specific points at every educational model, conditions and applying possibilities. Importance of the connection between the rhythm and the movement and use of the known music and movement methods. Teaching styles and children approaching methods, as well as rating of the kinetic activities kind (simple ones, composite, complex e.c.t.) under specific criteria, are important theoretical parts in this course. Creating inter-thematic and intercultural activities through body movement are emphasizing parts too. Presentations of researching findings and evaluating examples of the teaching process in the kindergarten and the first grades school are given also.

### **The Pedagogical Dimension of Dance, Eva Pavlidou**

This course's theoretical background refers to kinetic expression's value in education and its relation to practice. It focuses on contemporary theories and research findings on dance education, on educator's role to children's kinetic expression, on dance therapy issues and other similar subjects.

In the practical part of the course, personal experimentations and group cooperation is encouraged, ideas and techniques and offered related to the expression through movement. The core of this process is dance and it is approached by differentiated ways, connected to drama improvisations.

The practical part's content includes individual and group improvisations, creative dance, selected items from of Greek traditional dances, European social dances, latin etc. Theatrical expression is approached both by improvised movement and dialogue, as by pantomime. The music and movement relation is approached both by dance, as by improvised cooperative melodic compositions (using melodic and

percussion instruments), accompanying by rhythmic-expressive movements.

**Minority Groups and Intercultural education, Kostis Tsioumis**

This course aims to give considerable attention to the education of children of minority background and to the management of the multicultural classroom. Furthermore, there are approaches to issues of racial identity and identification, the treatment of children who do not know the language of the school, the role of teacher and family, and the importance of developing bonds among school-family-community. Of great importance are also the various approaches to multiculturalism models, and the usage of teaching material for diversity management. Moreover, there is an attempt to study the different groups that have a presence in Greek infant schools. Lastly, related issues about intercultural education in the infant school classroom are also examined

### Postgraduate Courses for Erasmus students

	<b>Professor</b>	<b>Postgraduate Courses</b>	<b>ECTS</b>	<b>Semester</b>	<b>Language</b>
1.	Antonis Lenakakis	<b>Drama/theatre-pedagogy research, play and activities</b> (Master in Education, Aesthetic Education: Theory and Actions)	10	Spring	German
2.	Konstantina Dogani	<b>Creative music education</b> (in: Master in Education, Aesthetic Education: Theory and Actions)	10	Spring	English
3.	Eva Pavlidou	<b>Dance and Movement Pedagogy</b> (in: Master in Education, Aesthetic Education: Theory and Actions)	10	Winter	English
4.	Kostis Tsioumis	Issues of Educational Policy	10	Winter	English German

## **Course descriptions/ SYLLABUS**

### **Drama/theatre-pedagogy research, play and activities, Antonis Lenakakis**

Types and forms of theatre-pedagogy research, types and forms of play and its relationship with children, elaboration of research projects that negotiate theatre and play in educational contexts, theatre-pedagogy theory and its relation to theater and the contemporary tendencies of representation, types and forms of theatre in education with an emphasis on theatre for the underage audience, methodology for the organization of theatre education processes, research methods and tools for collecting and analyzing data with an emphasis on the qualitative approach, research projects and tasks on the social and intercultural character of theatre, the role of aesthetic learning and the artistic-creative event, the curriculum of theatre in education, multidisciplinary and multifaceted cooperation.

**Creative Music Education, Konstantina Dogani**

Researching musical creativity in educational contexts is explored through an in depth study of the theoretical framework for understanding and researching creativity in music education. Students are encouraged to discover their own creative potential through involvement in experiential, participative and creative group music-making. They are supported through the process of planning, putting into practice and analysing short creative research projects. The appropriate methodology for observing, understanding and encouraging children's music-making endeavours is further explored and analysed.

**Dance and Movement Pedagogy, Eva Pavlidou**

The course investigates the theoretical background as well as the practical activities related to dance and creative movement for all ages with a specific focus on young children.

Emphasis is given on the following themes: recent research in dance and creative movement; preferred research methods for dance and movement education; non-verbal communication; emotional, social and bodily development; teaching methods; experience on different types of dance; practice in formal or non-formal educational institutions.

**Issues of Educational Policy, Kostis Tsioumis**

This course examines the historical and social context of educational policy implementation, the factors involved in the planning and implementation of educational policy, the parameters related to the implementation of changes and reforms and the issues that arise, the role of international organizations for the planning of educational policy, as well as research issues and interpretative forms of analysis of the design and implementation of this policy

