

Doc. 300.1.2

Higher Education Institution's
Response)

Date: 25.5.2021

Higher Education Institution:

University of Nicosia

Town: Nicosia

School/Faculty: School of Education

Department: Department of Education

Programme(s) of study - Name (Duration, ECTS, Cycle)

Programme = Primary Education BEd

In Greek:

Δημοτική Εκπαίδευση (4 έτη, 240 ECTS, πτυχίο)

In English:

Primary Education (4 years, 240 ECTS, BEd)

Language(s) of instruction: Greek

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

Introduction and overall assessment

We refer to the report of the External Evaluation Committee (EEC) for the assessment and accreditation of the Primary Education Programme of the Department of Education, which was prepared following an online visit of the University of Nicosia by the members of the EEC on February 15th 2021.

We would like to thank the EEC members for their constructive and insightful work during the evaluation of the Primary Education Programme, the productive discussions during the online evaluation, and their overall positive feedback. The EEC report is extremely positive, with all assessment areas marked as “Compliant”.

As reported by the members of the EEC the internal Quality Assurance System is well established, and the support provided to students with additional learning needs is constantly developed and improved. The Primary Education Programme (BEd) of the Department of Education has a well-structured and practical set of Learning Outcomes and a wide range of teaching, learning and assessment practices which are informed by the faculty’s research interests. Furthermore, as reported by the students themselves, there is a strong student support environment. The EEC also commented positively on the programme’s documentation, particularly that relating to practicum, as being very detailed.

We appreciate the committee’s recommendations for improvements which will enhance our Program’s quality. In the following sections we break down the comments and suggestions of the EEC and provide our comments and actions taken. In order to simplify the response the EEC findings and strengths for each section are summarized, and then our response is presented.

1. Study programme and study programme's design and development

We would like to thank the EEC for the positive feedback on the Primary Education (BA) programme's design and development. According to the EEC the programme design is appropriate and is based on well structured learning outcomes, leading students to progress continuously. Furthermore, as stated by the EEC, the qualification system is clear and well delimited, and in accordance with regulations.

Section 1.1. presents the constructive feedback for the Study programme and study programme's design and development addressed by the EEC and our action and responses.

1.1. Constructive feedback by the EEC

1.1.1. *"The bibliography included in the description of the courses of the three programs (Education Primary BEd, Science Education MEd, and Science Education MEd Doctoral program) that are in the web and in the form are not updated. We recommend updating them. The updating of the information is a sign of the quality of a program content."*

Action/Response

We would like to thank the EEC for its comments and observation. The updated course outlines with the updated bibliography are provided as an attachment to this response (Appendix II) and will be uploaded on the website once the program is approved.

1.1.2. *"The path career of alumni should be studied and more detailed information collected. The employment rate and type may depend on several factors, but good rates and jobs in line with the subject studied also strengthen the reputation to the University."*

Action/Response

We are in agreement with this comment and we have made plans to setup a more structured data collection procedure (i.e. track employment statuses of recent graduates, monitor dropout rate more closely) in order to improve our programme while planning our next steps as a department.

1.1.3. *"The key performance indicators are not available either in the application, nor on the web. The dropout rates are neither provided nor discussed in the form. Moreover, in the application form there isn't information about the student profile – apart from if they come from Cyprus or Greece (as for example gender and age), their progression and satisfaction. During the visit the committee could discuss these issues and ask for data on it. Later the Department provided data about the dropout rate of the BA Primary Education"*

Action/Response

This comment is noted. The University is fully compliant with the pertinent requirements of the Agency for Quality Assurance and Accreditation in Higher Education. According to the practice in Cyprus followed by all Universities such information is not published on our websites. We will discuss this suggestion at the Rectors conference with all Universities in Cyprus and the Agency for Quality Assurance and Accreditation in Higher Education.

1.1.4. *“The Department report mentioned that there was a prize for teaching quality but during the visit we found that it was not implemented.”*

Action/Response

Thank you for the comment. Regarding the prize for teaching quality, the Senate has set up detailed procedures and evaluation and nomination criteria which are described in detail in Chapter 6.8 in the university’s internal regulations (see Appendix I for the full text). According to the internal regulations, “The Excellence in Teaching Award” is awarded every year to a member of the academic staff and the aim of the Award is to recognize teaching excellence and to improve the quality of teaching among the wider University Community. The Award will be announced every year following a call by the Senior Vice Rector and the results will be announce during the graduation ceremony in June.

1.4.5. *“On the other hand, the admission criteria for Education Primary Bed is not provided in the web.”*

Action/Response

We thank the EEC members for this comment. The admission criteria have been added on the website as per the EEC’s suggestion.

1.4.6. *“The plagiarism detection program Turnitin is widely used at the Department. It is used by teachers to detect overlaps and check if they are plagiarism. It could be good to check how students use their access to Turnitin: Plagiarism is not acceptable at any rate, and students can use their access to the program to try to mislead e.g. by just changing some words or translating from a different language. Students need to learn the value of intellectual property and how to cite.”*

Action/Response

We thank the EEC for the comment. We have zero tolerance in regard to plagiarism and we qualitatively evaluate all submitted assignments for plagiarism. Whenever such cases are identified, students are referred to the Student Disciplinary Committee which is appointed by the Senate to further discuss and resolve the

issue. Moreover, please note that issues of plagiarism are already included in EDUS-099 (Academic Literacy and Skills). EDUC-099 is an introductory course to academic life and academic skills especially designed for first year university students (see Appendix II for course outline). As part of the course we discuss issues of plagiarism and academic writing.

Section 2 below presents the constructive feedback for the Program's Teaching, learning and student assessment.

2. Teaching, learning and student assessment

We thank the EEC for the positive feedback on the teaching, learning and student assessment of our Primary Education Program. According to the EEC the programme is *“well-structured and practical set of Learning Outcomes that are linked to the developmental and academic needs of Initial Teacher Education students”* with *“wide range of teaching, learning and assessment practices that offer students the opportunity to enhance their teaching skills in a theoretical and practical ways”* and *“a strong student support environment that focuses on the overall wellbeing of the student”*.

2.1. Constructive feedback by the EEC

2.1.1. *“A second area with regards to the documentation relates to the currency of the bibliographies and the relevance of much of the reading quoted to programmes that present themselves as being at the cutting edge of provision. The University staff provided a robust defence of this indicating, again, that the material presented was not the most up to date version of the course outlines and also pointing out the challenge of providing contemporary texts in the Greek language.”*

Action/Response

The updated course outlines (included in Appendix II) reflect on your comment on the currency of the bibliographies, and also on the range of assessment methods.

2.1.2. *“The decision to set a 2.0 GPA as a pass mark. More justification might be provided for this. It is clearly seen as a quality mark and may act as that however from a teaching and assessment perspective, it is always useful to explain why the full range of marking is not considered appropriate for a programme.”*

Action/Response

Regarding our grading practices, the 2.0 GPA/CPA requirement is a university-wide decision. This graduation grade system is widely in the US. A 2.0 GPA/CPA represents the letter grade C, which is set to set a high standard for achievement. However, for our course grading practices, we do use the whole grading scale (with

100 as maximum grade). Moreover, we use a range of assessments in each course, to ensure that students are evaluated in multiple ways, removing the overreliance on a single grade or a single assessment. There is full transparency and students are fully aware of the graduation requirements.

2.1.3. *“Consideration might be given to the balance between the practicum element and the taught element of the programme. At the outset the EEC would like to commend the decision to include the programme of Initial Teacher Education in a HE setting. This is in keeping with best international practice and avoids the trend to move ITE entire to school settings. Whilst acknowledging this, it is worth noting that a practicum of slightly above 10 % (25 out of 240 credits) is somewhat low by international standards. While it is clear that the practice element is added to by the subject specialisms, consideration might be given to expanding this element. A recognition of the potential challenges of having multiple assessment points in each module. The EEC recognises the commitment to using both formative and summative assessment on the B Ed programme however the significant number of assessments – up to 6 on in the course outlines provided – could pose a problem for students should it be repeated across the entire programme.”*

Action/Response

We would like to thank the EEC for its comments and observation. Regarding the practicum, the decision for the duration of each stage of the practicum (and consequently the ECTS workload) was decided in collaboration with the Ministry of Education and Culture which provides access to elementary schools for the practicum and the service of teachers/mentors. The duration is the same for all Primary Education programs offered by all public and private Universities in Cyprus as agreed with the Ministry of Education and Culture. We understand the EEC’s concern on the percentage of practicum vs taught courses. However, we would like to note that all compulsory courses in Section D (i.e. Theory and Methodology of teaching, Teaching Science in Elementary School) include practical aspects with school visits and school observations, requirements to teach in a class or contact microteachings with smaller group of students, or requirements to prepare activities for primary school students (i.e. science fairs, literature fairs). All courses in Section D are teaching methodology courses in specific content areas and emphasize on the practical aspects of teaching the specific topics, and the implementation of teaching practices with primary school students. These courses, along with the School Practicum account for 31% of the ECTS of the program.

2. Teaching staff

The Primary Education Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the teaching staff consists of highly qualified and internationally educated employees, who are capable to ensure quality and sustainability of teaching and learning. The teaching staff is highly committed to their teaching tasks and support and supervise students, they have a very good research profile and performance. Some of the research outputs are visible in top international journals. These researchers can attract projects and grants and involve other colleagues and students.

3.1. Constructive feedback by the EEC

3.1.1. “If the University is reorienting its objectives to improve their rankings, it’s necessary to support more research activities through more teaching time discharge, sabbaticals, etc.”

Action/Response

The improvement of the programme quality is always at the centre of our attention. All faculty at the Department of Education receive 6 hours per semester of research time release. In addition, last year the University announced an internal grant with which it sponsored innovative ideas. However, we will keep this idea, we will discuss it further at the Department Council and see how we could promote innovation for the improving the program’s quality. The Senate and the University Council are positive with regards of the provision of a fully paid sabbatical leave for faculty members, in replacement to the current sabbatical which covers 75% of the faculty member’s salary. The proposal for a fully paid sabbatical leave has been recently approved by the Senate reviewed by the Council and expected to be finalized by June 2021. The research output of the department is good and it contributed significantly to the university’s effort to be ranked among the 1000 best Universities in the world, according to the Times Higher Education World University Rankings 2021.

3.1.2. *The EEC has further noted that our faculty should be further involved in research activities.*

Action/Response

All faculty at the Department of Education are involved in research and publications. They also participate in local, regional and international conferences. We have a very good record of publications and an impressive record of winning external research funded projects. We believe that there is room for improvement in this area and we will continue to strive to become better.

4. Students

We thank the EEC for the positive feedback on the support and understanding between students and professors, the strong relationships and the student centeredness nature of the program.

4.1. Constructive feedback by the EEC

4.1.1. *“One recommendation is to find some effective strategies to attract international students and collaborations with abroad universities. It should be a target to attract international student from all over the world, and to admit students from a diversity of academic backgrounds. The realities and practicalities of changing the programme into English and offering it globally need to be considered.”*

Action/Response

We would like to thank the EEC for its comments and observation. As a Department we consider the recommendation to attract international students and collaborations with universities abroad within our strategic plans at the Masters and Doctoral degree level. Recruiting international students and offering the Bachelor’s degree programme in English presents issues of practical nature related with school practicum and language of the schools in Cyprus and the relevance of the curriculum to the international students.

4.1.2. *“So also the option of not having a small local Bed programme in the same city as the public University of Cyprus.”*

Action/Response

The University philosophy and stand is not that we should avoid offering programmes simply because they are offered by the University of Cyprus. We are a comprehensive university and in that respect, we offer programmes even if they are small in terms of number of students. Furthermore, we would like to

note that the students we attract to our program have a different profile from those at the public university. Our students are mostly either studying for a second degree, or working and studying in parallel. These students prefer our Program because of the flexibility on teaching hours (i.e. multiple afternoon classes) and the student-centred support of the Program.

4.1.3. *“What admissions criteria will be used if prospective students present certification and documentation obtained from institutions other than Universities within Cyprus and Greece? How are these dealt with? Who deals with foreign qualifications or even foreign students?”*

Action/Response

Regarding the admissions criteria for prospective students from institutions outside Cyprus and Greece, the Admissions and the registrar’s offices in collaboration with the programme coordinator examine the transcripts of the students (titles of courses attended and detailed descriptions of courses) and also examine whether the certification is recognized by the Cyprus Council of Recognition of Higher Education Qualifications before making any decision.

5. Resources

The Primary Education Programme has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified. The EEC has confirmed that the teaching and learning resources are adequate. The EEC has noted that students feel very well supported and are very satisfied with the institutional academic and administrative student support services. The organisational and technical support infrastructure operates in a professional way.

Action/Response

We would like to thank the EEC for its comments and observation.

Conclusions and final remarks

We wish to thank the EEC for the professionalism they showed during the execution of their duties. The detailed discussion of all issues pertinent to the degrees under evaluation, led to a fruitful discussion between the members of the EEC and the official representatives of the University and faculty members of the programme. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for further improving the programme. The demanding set of questions allowed us

to elaborate on the pedagogical foundations of the programme and expand upon the content of the application form.

We have carefully reviewed the EEC report, and we are pleased to note that the report is extremely positive, so we thank the EEC for their positive comments.

We fully acknowledge that all programmes are always amenable to further improvement, and indeed we have been constantly working towards further improving our programme since it was initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously into account. We have considered these suggestions and provided herein the actions taken in order to incorporate them.

We thank again the EEC for the extremely positive evaluation of our programme and the suggestions/recommendations made.

B. Higher Education Institution academic representatives

Name	Position	Signature
Elena Papanastasiou	Dean of School of Education	
Marina Rodosthenous	Head of Department of Education	
Maria Evagorou	Primary Education Programme Coordinator	
Christiana Karousiou	Assistant Professor, Quality Assurance Committee Representative	

Date: 25.5.2021

APPENDIX 1 – COURSE DESCRIPTION

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

	<ol style="list-style-type: none"> 2. Time and emotional management 3. Academic writing 4. APA Style. What is plagiarism? 5. Use of Library 6. Delivery of research (Collection of data) 7. Preparation for exams 8. Taking lecture notes 9. Study skills 10. Effective Power Point presentations 11. Reading the academic path and choosing the appropriate courses for each semester
Teaching Methodology	Lectures, Class discussions, Student presentations, collaborative work in groups, practical exercises individual and collaborative work -projects.
Bibliography	<p>American Psychological Association (2020). <i>The publication manual of the American Psychological Association</i> (7th ed.). American Psychological Association.</p> <p>Ανδρεαδάκης, Ν. & Βάμβουκας Μ. (2005). <i>Οδηγός για την εκπόνηση και τη σύνταξη γραπτής ερευνητικής εργασίας: Σεμιναριακής, πτυχιακής, διπλωματικής</i>. Ατραπός.</p> <p>Hayot, E. (2014). <i>The Elements of Academic Style</i>. Columbia University Press.</p> <p>Trevor D. (2018). <i>Success in Academic Writing</i>. Palgrave.</p>
Assessment	Brief Exercises, Individual Academic Essay, Student Presentations, Final Exam
Language	Greek

Course Title	Introduction to Educational Studies				
Course Code	EDUS-100				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year ,1 st semester				
Teacher's Name	Dr. Karousiou Christiana				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected to be able:</p> <ul style="list-style-type: none"> • Define the basic concepts underpinning the Pedagogical Education course such as “action”, “education” and “training”. • Describe and explain the fundamental aspects of the Pedagogical Education as an autonomous science. • Critically present and evaluate traditional and modern pedagogical theories • Analyse contemporary pedagogical trends and model educational institutions. 				
Learning Outcomes	<p>The students are expected to:</p> <ul style="list-style-type: none"> • Explain the basic terminology of the science of education and understand the main pedagogical ideas. • Define the meaning, purpose and functions of education. • Become acquainted with great philosophers, present and evaluate their basic ideas, and the applications of their theories. • Determine the dynamic relationship between educator and student. • Analyse the relationship of pedagogy with various modern pedagogical problems. 				
Prerequisites	None	Required	None		
Course Content	<p>The course provides an introduction to Educational Studies. A first acquaintance of the student with the basic concepts of Educational Studies is therefore attempted (i.e. action, education and training) as well as a deeper analysis of various topics of Educational Studies (goals and objectives of education, a person's education under a philosophical perspective, educational institutions with special emphasis on primary school and the kindergarten, sociopolitical changes and education).</p> <ol style="list-style-type: none"> 1. Introduction to Educational Sciences - Basic Concepts 2. National Curriculum 3. Educational philosophers and their work 4. The Phenomenon of Teaching 5. School discipline 6. Modern pedagogical approaches 				

	7. Creativity and education
Teaching Methodology	Lectures, discussions, student presentations, group work.
Bibliography	<p>Required textbooks/reading:</p> <p>EDUS 100 selected course articles</p> <p>Ξωχέλλης, Π. (2016). <i>Εισαγωγή στην Παιδαγωγική: Θεμελιώδη προβλήματα της παιδαγωγικής επιστήμης</i>. Θεσσαλονίκη: αδελφοί Κυριακίδη.</p> <p>Σαλβαράς, Ι. (2020). <i>Παρατήρηση και Αξιολόγηση της Διδασκαλίας</i>. Αθήνα: Γρηγόρης.</p> <p>Recommended Textbooks/Reading:</p> <p>Πυργιωτάκης, Ι. (2011). <i>Εισαγωγή στην παιδαγωγική επιστήμη</i>. Αθήνα: Πεδίο.</p>
Assessment	class participation, group presentation, mid-term exam, written final exam.
Language	Greek

Course Title	History of Education				
Course Code	EDUS - 105				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Dr. Ierokipiotis Costas				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Study and understand the foundation and gradual development of education from the ancient period until now • Understand the dynamic relation which exist between educational system, philosophical ideas and political and socio-economic factors • Study the main educational theories which were in practice during the 19th and 20th centuries in USA and Europe • Examine the political and socio-economic factors which influenced education in Greece and Cyprus during the 19th and 20th centuries 				

Learning Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • gain basic knowledge concerning the main historical periods • recognize the significant influence of Plato and Aristotle on educational science • recognize the close relation between the educational Systems of Greece and Cyprus • understand the main educational reformations in Greece and Cyprus during the 20th century • evaluate the dynamic relation between education and society 		
Prerequisites	none	Required	none
Course Content	<ul style="list-style-type: none"> • Introduction to the subject and syllabus • The development of education in ancient Greece and Rome • Education in 17th century and early 18th. Realismus (Comenius) and Enlightenment (Rousseau) • Education in the end of 18th and early 19th centuries : Pestalozzi, Froebel, Herbart, Montessori • The “ Progressive Education “ in 20th century: Kerschensteiner, Dewey • Education in Greece: The main educational reformations: 1913/17, 1929, 1976, 1997/98 and recent changes. Education and socio-economic factors • The development of education in Cyprus from the early colonial period up to now. 		
Teaching Methodology	Lectures, discussions		
Bibliography	<p>Basic</p> <p>Δημαράς, Δ. (2021). Ιστορία της Νεοελληνικής Εκπαίδευσης. Αθήνα: Μεταίχμιο.</p> <p>Supplimentary</p> <p>Reble, A. (2009). <i>Geschichte der Paedagogic</i>. Stuttgart : Klett-Cotta</p> <p>Pericleous,L.(2011). <i>The future of the past: Why history of education matters</i>. Nicosia: Association for Historical Dialogue and Research</p> <p>Richard, A. (2002). <i>A century of Education</i>. London: New York: Routledge/Farmer</p>		
Assessment	Exercises and short essays		

	Essay – final assignment Participation Final exams
Language	Greek

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

	4. Biological, cognitive and emotional development of children in infancy, preschool and elementary school 5. Aggressiveness, moral development, and children's fears
Teaching Methodology	Lectures, individual work
Bibliography	Whiteley, C. (2021). <i>Developmental psychology. A Guide to Developmental and Child Psychology</i> . CGD Publishing. Shaffer, D. R. (2004). <i>Developmental psychology: childhood and adolescence</i> . Australia: Wadsworth Cengage Learning. Doherty, J. & Hughes, M. (2009). <i>Child Development: Theory into Practice 0–11</i> . UK: Pearson.
Assessment	Formative assessment, individual work, final exam.
Language	Greek

Course Title	Theory of Language				
Course Code	EDUS -120				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • Introduce students to the field of theory of language • introduce students to the basic principles and issues of Theoretical Linguistics • introduce students to the interdisciplinary field of Psycholinguistics • introduce students to the basic principles and issues of the science of Sociolinguistics and discuss issues concerning language and educational policy (multicultural and intercultural approach) • Introduce students to the interdisciplinary field of Philosophy of Language. 				

Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand the fundamental notions of the Language Theory and the principles of modern linguistics. • analyze the basic features of languages and the attributes of linguistic signs. • discuss the notion of the «system» and know the operation factors of linguistic communication. • critically discuss the importance of language on a sociological level and of linguistic education for the introduction of individuals in today's modern multicultural environments • evaluate the importance of critical and social literacy 		
Prerequisites	None	Required	none
Course Content	<ol style="list-style-type: none"> 1. The linguistic science: linguistics, psycholinguistics and sociolinguistics. 2. Theoretical Linguistics: The levels of linguistic analysis. 3. Communication and the theory of the linguistic sign. The semantic character of language. 4. The theory of linguistic sign – Semiology of Language. 5. The question concerning the ancestry of spoken language. 6. What is psycholinguistics? Children's speech and the initiation of the study of children's language. 7. What is sociolinguistics? 8. The Philosophy of Language. Freire and Critical Literacy. 		
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion		
Bibliography	<p>Suggested readings</p> <p>Hoorie, A. & MacIntyre, P. (2019) <i>Cotemporary Language Motivation Theory</i>. Channel View Publications.</p> <p>Κωστούλα - Μακράκη, Ν. (2001) <i>Γλώσσα και Κοινωνία</i>. Αθήνα: εκδ. Μεταίχμιο.</p> <p>Lyons, J. (2002). <i>Εισαγωγή στη θεωρητική γλωσσολογία</i>, Αθήνα: εκδ. Μεταίχμιο.</p> <p>Lyons, J. (2010). <i>Introduction to theoretical linguistics</i>. Cambridge University Press.</p> <p>Μπαμπινιώτης, Γ. (1980). <i>Θεωρητική Γλωσσολογία</i>. Αθήνα: Ιδιωτική Έκδοση.</p> <p>Πήτα, Ρ. (1998). <i>Ψυχολογία της Γλώσσας</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>Fernández, E. M. & Cairns, H. S. (2010). <i>The Fundamentals of Psycholinguistics</i>. Wiley-Blackwell.</p> <p>Aiuroux, S. (2005). <i>Η Φιλοσοφία της Γλώσσας</i>, μτφρ. Θ. Τραμπούλης. Αθήνα: εκδ. Μεταίχμιο.</p>		

	<p>Moss, S. (2012). "The role of linguistics in the philosophy of language", In D. G. Fara and G. Russell (eds.), <i>The Routledge Companion to the Philosophy of Language</i>. London: Routledge.</p> <p>Πέτρου, Α. & Ζεμπύλας, Μ. (επ.) (2019). <i>Ν(ο)ήματα και γλωσσικοί κόμπτοι</i>. Θεσσαλονίκη: εκδ. Βάνιας.</p> <p>Χατζηλουκά-Μαυρή, Ε. (2020). Από την επικοινωνιακή-κειμενοκεντρική προσέγγιση στην παιδαγωγική του κριτικού γραμματισμού (ή η διδασκαλία του γραπτού λόγου στο δημοτικό σχολείο σήμερα): Η περίπτωση της Κύπρου, <i>Επιθεώρηση Εκπαιδευτικών Θεμάτων</i> 16, σσ.114-130.</p> <p>http://www.pi-schools.gr/download/publications/epitheorisi/teyxos16/114-130.pdf</p>
Assessment	<p>Formative assessment and final exam.</p> <p>participation in discussion groups</p> <p>Research paper</p> <p>Final exam</p>
Language	Greek

Course Title	Modern Greek Language I				
Course Code	EDUS -121				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year / 1 st semester				
Teacher's Name	Dr Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This is an advanced grammar course, which aims to provide the students with the appropriate theoretical background of grammar and syntax and develop their oral and written speech. By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> comprehend all the grammar and syntax rules of Modern Greek Language describe and analyze several grammatical phenomena improve their oral and written speech <p><u>If it is necessary, the course can be adjusted to an elementary grammar course, for beginners in Greek Language.</u></p>				

Learning Outcomes	With the completion of the course students will be able to: use Standard (Common) Modern Greek Language with accuracy and clarity understand, assimilate and use the theoretical rules of the Greek language recognize and analyze common “mistakes” in Modern Greek language acquire communicational skills both in written and in oral academic level evaluate the evolution and history of Modern Greek Language		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Introduction to the various categories of sounds and syllables. Dividing words into syllables. Accentuation and punctuation. 2. Derivative and compound words 3. The three genders of nouns. Use of cases. Declension. 4. Adjectives and pronouns. Comparison of adjectives 5. Adverbs and prepositions 6. The verb: voices, moods, tenses, augments, conjugation (A, B1, B2). Participles. 7. Main and subordinate clauses 8. Syntax 9. Writing skills: a) Form and structure of the sentence, b) How to write a coherent paragraph and a summary, c) How to make a convincing argument 		
Teaching Methodology	Lectures, individual and group work, case study analysis, student presentations		
Bibliography	David Holton, Peter Mackridge, Irene Philippaki-Waeburton, <i>Greek: An Essential Grammar</i> , Routledge, 3 rd edition, 2020		
Assessment	individual research, mid-term exam, participation, final exam		
Language	Greek		

Course Title	Cyprus History				
Course Code	EDUS-145				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd / Spring				
Teacher's Name	Dr. Emilios A. Solomou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0

Course Purpose and Objectives	<p>The main objectives of the course are for the student to:</p> <ul style="list-style-type: none"> • Develop knowledge of the cultural and political aspects of the history of Cyprus. • Understand the current position of Cyprus in relation to its historical past. • To examine Cyprus history in relation to the new European and Worldwide environment. • Develop an enhanced awareness of History. • Develop interest in a wider study of history. 		
Learning Outcomes	<p>After completion of the course students are expected:</p> <ul style="list-style-type: none"> • To have a deeper understanding of the historical development of Cyprus over the centuries and its geostrategic position. • To comprehend the historical evolution and progress in the cultural, educational and social aspects of life and economy of Cyprus. • To learn and understand the identity of Cypriot Hellenism as it was developed throughout the centuries. • To about know the presents and development of the other communities in Cyprus • To understand the current Cyprus problem and its impact on the island after 1974. • To develop critical approach to History. • To comprehend the new characteristics of the modern multicultural Cypriot society. • To gain understanding and tolerance towards other nationalities and civilizations. 		
Prerequisites	None	Required	None
Course Content	<p>Brief historical outline of the history of Cyprus from early years until 2004. Prehistoric Period Ancient History Roman Period Byzantine Period Medieval Period Ottoman Rule British Rule Cyprus Republic General review: Education, art and religion.</p>		
Teaching Methodology	<p>Lectures, individual and group work, individual feedback, student presentations, discussions</p>		
Bibliography	<ul style="list-style-type: none"> • Katia Hadjidemetriou, (2019) <i>A History of Cyprus (2nd edition)</i>, Nicosia • Cleanthis P. Georgiades, (2018), <i>History of Cyprus (2nd edition)</i>, Demetrakis Christophorou • Hill, G. (1972) <i>A History of Cyprus</i>. Vols 1-4. Cambridge: Cambridge University Press. 		

	<ul style="list-style-type: none"> • Richter, A. H. (2010). <i>A Concise History of Modern Cyprus: 1878-2009</i>. Harrassowitz Verlag. • Clerides G, (1988-2001), <i>My Deposition</i>, Nicosia: Alethia VOL 1-4 • Assos Demetris, (2018), <i>Makarios the Revolutionary Priest of Cyprus</i>, LONDON: I.B TAURIS • Dr. Emilios A. Solomou & Hubert Faustmann, (2010), <i>Colonial Cyprus 1878-1960</i>, Cyprus: University of Nicosia • Hubert Faustmann & Dr. Emilios A. Solomou , (2010), <i>Independent Cyprus 1960-2010</i>, Cyprus: University of Nicosia • Lecturer's Notes
Assessment	Individual and group assignments, presentations, essay assignments, final exam.
Language	Greek

Course Title	Ethics				
Course Code	EDUS – 148				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Dr. Pavlos E. Michaelides				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student:</p> <ul style="list-style-type: none"> • To investigate major forms of ethical and philosophical thought • To develop the capacity for studying the 'ego' and the 'world' in accordance to ethical thinking and the philosophical tradition • To determine and to investigate our ethical responsibilities towards others • To research foundational ethical issues as these pertain to everyday life • To understand the application of ethical problems beyond any theory about ethics • To develop critical capacity for ethical thinking • To understand the 'enslavement of untruth' determining our responsibility before it. 				
Learning Outcomes	<p>The student:</p> <ul style="list-style-type: none"> • To understand a variety of existential meanings concerning the ethical life such as good and evil as it relates to the body, learning, friendship, 				

	<p>politics, old age, death, etc.</p> <ul style="list-style-type: none"> • To understand foundational philosophical truths in relation to principles of conduct • To investigate principal dimensions of philosophical and ethical issues • To develop a wholesome understanding of the relation between ethics and life • To develop the critical capability for ethical self-examination • To understand the influence of the ethical life on issues that relate to everydayness • To be able to search for essential aspects of human virtue • To be able to contradistinguish a virtuous and creative life from an uncreative and meaningless one • To study issues of identity and ethical determination from the point of view of other peoples and cultures. 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Introduction/Wisdom of Life/The Aim /Ethical and Philosophical Practice/ The Body (Ethos and Ethics) 2. The Body and the World 3. Learning 4. Recreation 5. Eros/The Silent Ethical Prerequisite/Philosophical Contemplation 6. Eros and Love 7. Marriage 8. Friendship 9. Politics 10. Old Age/Investigation of the Past 11. Death/The Soul and its Power/The Common Aim/The Virtuous Life 12. Death/The Spectrum and Enslavement to Untruth/Difficult Ways/Ethical Consciousness. 				
Teaching Methodology	Lectures, Informative Evaluation - discussion - feedback, Written Project/Paper, Final Examination.				
Bibliography	Authors	Title	Publisher	Year	ISBN
	1. Παπανούτσος, Ε. Π.	Πρακτική Φιλοσοφία-Βιοσοφία	Εκδόσεις Δωδώνη – 2 ^η έκδοση	2020	978-960-8294-40-0
	2. Τζαβάρας, Γ.	Εγχειρίδιο Φιλοσοφίας	Γιώργος Δαρδανός – 2 ^η έκδοση	2019	960-402-249-0
	3. Lafollette H. (Ed.)	Ethics in Practice: An Anthology	John Wiley & Sons Inc. Blackwell	2014	978-047-0671-83-2
Assessment	<ul style="list-style-type: none"> • Participation • Written Project/Paper 				

	<ul style="list-style-type: none"> Final Examination
Language	Greek

Course Title	Introduction to Computer Science				
Course Code	EDUS-170				
Type of course	Required				
Level	Undergraduate				
Year / Semester of study	1 st year/ 1 st semester				
Name of Instructor	Dr Efi Nisiforou/ Prof Charalambos Vrasidas				
ECTS	5	Lectures / week	3 hours / week	Workshops / week	1 per week
Course Objectives	<p>The course objectives are for students:</p> <ul style="list-style-type: none"> To document the role of computing in our lives. To understand the multiple ways in which computing affects our lives and how it could affect teaching and learning. To use PCs as tools of teaching and learning within the context of the curriculum. To use Microsoft Office software (Word, Excel, PowerPoint, Paint), Google Drive, Internet Search Engines, Electronic Mail and Web 2.0. Tools. To use the tools provided by the Internet for communication and to search information (search engines, forums, blogs, etc). To cultivate skills of digital literacy. 				
Learning Outcomes	<p>Upon completion of the course, students will be able:</p> <ul style="list-style-type: none"> To document the contribution of technology in education. To implement contemporary technologies in teaching and learning. To acknowledge and use the extended potential and challenges of PCs, Microsoft Office software, Internet Search Engines and Web 2.0. tools. To develop skills of integrating the use of technology in the learning process. To develop digital literacy skills. 				
Prerequisites	None	Corequisites	None		
Course Content	<ul style="list-style-type: none"> Basic Concepts of Computing & Educational Technology Electronic computers (PCs), parts and their functions 				

	<ul style="list-style-type: none"> • Windows Operating System • Electronic mail (Email), World Wide Web (WWW/ Internet), Search Engines • Word processing software – Microsoft Word - Spreadsheets – Microsoft Excel • Multimedia Presentations – Microsoft PowerPoint and Windows Moviemaker • Web 2.0 tools (blogs, wikis, chat, podcasts, Google Drive, Dropbox) • New Technologies in Education (applications, games, digital narrative)
Teaching Methodology	Practical implementation in workshop, Lectures, discussions, presentations individualised and cooperative learning, interdisciplinary project method.
References	<p>Required Readings</p> <p>EDUS-170 selective scientific papers</p> <p>Νησιφόρου, Ε. (2020). <i>Course Notes – Lectures</i>. Nicosia: University of Nicosia.</p> <p>Recommended Readings</p> <p>Ράπτης, Α. (2021). <i>Μάθηση και διδασκαλία στην εποχή της πληροφορίας</i>. Α τόμος, 2^η έκδοση.</p> <p>Frye, C. & Lambert, J. (2016). <i>Microsoft Office 2016 Step by Step</i>. Αθήνα: Γκιούρδας. Διαθέσιμο από 12-6940-bookcontents.pdf</p> <p>Weverka, P. (2020). <i>Microsoft Office 2019 All-in-One For Dummies</i>. Αθήνα: Γκιούρδας. Διαθέσιμο από https://www.mgiurdas.gr/sites/default/files/toc/12-7145-bookcontents.pdf</p> <p>Μικρόπουλος, Α. & Μπέλλου, Ι. (2010). <i>Σενάρια διδασκαλίας με υπολογιστή</i>. Αθήνα: Κλειδάριθμος.</p> <p>McFedries, P. (2015). <i>Ελληνικά Windows 10: Ο εύκολος και γρήγορος τρόπος να τα μάθετε</i>. Αθήνα: Κλειδάριθμος.</p> <p>Ρετάλης, Σ. Ρετάλης, Σ., Αβούρης, Ν., & Αναστασιάδης, Π. (2005). <i>Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης</i>. Αθήνα: Καστανιώτη.</p>
Assessment	participation, group and individual work, presentation, written and practical exam.
Language	Greek

Course Title	English Language I				
Course Code	EDUS-175				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Ms Christou Savinia				
ECTS	5 credits	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The course is designed for students in education who are at a pre-intermediate level of attainment. The aim of the course is to improve the student's ability to communicate efficiently and confidently in English and consequently in real life and work. The course material focuses on readings and tasks related to the field of education to familiarize students with the language that is typical of the subject. By the end of the course students should be able to communicate in the language in practical situations orally and in writing as well as understand educated spoken English.</p>				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <p>Speaking</p> <ul style="list-style-type: none"> • Understand and convey information. <p>Listening</p> <ul style="list-style-type: none"> • Understand, order and present facts, ideas and opinions. • Communicate effectively and appropriately. <p>Reading</p> <ul style="list-style-type: none"> • Select materials from texts in order to answer questions. • Understand and employ a range of vocabulary <p>Writing</p> <ul style="list-style-type: none"> • Exercise control of appropriate grammatical structures. 				
Prerequisites	None	Required	None		
Course Content	<p>Vocabulary- ties up with reading and writing tasks related to the field of education.</p> <p>Reading-authentic texts from textbooks, online sources (newspaper, articles).</p> <p>Writing- paragraph writing.</p> <p>Listening- lecture of each week.</p> <p>Grammar-tenses, parts of speech, relative clauses.</p> <p>Issues related to the field of education: Learning styles, Methods of teaching, Dyslexia, ADHD, Bullying</p>				

Teaching Methodology	Lectures, presentations, video, readings, discussions, final exam.
Bibliography	Lachance, Julie. (2019). <i>Practice makes perfect basic English (3rd edition)</i> . McGraw Hill. (Recommended)
Assessment	Writings and quizzes, Participation, participation, Final examination
Language	English

Course Title	Introduction to Philosophy				
Course Code	EDUS - 186				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year– 2 nd semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students to:</p> <ul style="list-style-type: none"> • Be able to conceive and philosophically reflect on a meaning. • Be able to think philosophically about a question or a meaning. • Be able to make arguments. • Be able to support their point with arguments. • Be able to analyze critically and compose ideas. 				
Learning Outcomes	<p>With the completion of the course, students should:</p> <ul style="list-style-type: none"> ○ know the basic principles and methods of Philosophy ○ discuss philosophical dilemmas ○ understand and explain the philosophical way of thinking ○ understand the complexity of the analysis of a philosophical question 				
Prerequisites	None	Required	none		
Course Content	<ol style="list-style-type: none"> 1. What is philosophy? The problem of defining philosophy. 2. The fields of Philosophy 3. Philosophical methods and approaches. 				

	<p>4. Rational principles, basic types of arguments and evaluation of them.</p> <p>5. From Pythagoras to Neo-Pythagoreans – Iamblichus and Exhortation to Philosophy</p> <p>6. The project method and Philosophy</p> <p>7. Discussion of philosophical dilemmas (Existence / not existence of God, Absolute freedom/ commitments)</p>
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion
Bibliography	<p>Πέτρου Α. (2019). <i>Φιλοσοφία, ένα σχολείο ελευθερίας</i>. Αθήνα: Ζήτρος.</p> <p>Suggested</p> <p>Αναπολιάνος, Δ., Πορτίδης, Δ. & Ψύλλος, Σ. (2007). <i>Λογική: η δομή του επιχειρήματος</i>. Αθήνα: εκδ. Νεφέλη.</p> <p>Baggini, J. (2013). <i>Φιλοσοφία: όλα όσα έχουν σημασία</i>, μτφρ. Γ. Μπαρρουξής. Αθήνα: εκδ. Μίνωας.</p> <p>Deleuze, G. & Guattari, F. (2004). <i>Τι είναι φιλοσοφία;</i>, μτφρ. Σ. Μανδηλαρά. Αθήνα: εκδ. Καλέντης.</p> <p>Δελλής, Ι. Γ. (2004). <i>Εισαγωγή στη Φιλοσοφία</i>. Αθήνα: Τυπωθήτω.</p> <p>Θεοδωρίδης, Χ. (2004). <i>Εισαγωγή στη Φιλοσοφία</i>. Αθήνα: Βιβλιοπωλείον της «Εστίας».</p> <p>Καλογερόπουλος-Καλού, Ν. (2007). <i>Εισαγωγή στην φιλοσοφική σκέψη</i>. Θεσσαλονίκη: εκδ. Κυρομάνος.</p> <p>Magee, B. (2005). <i>Η περιπέτεια της Φιλοσοφίας</i>, μτφρ. Π. Μπουρλάκης. Αθήνα: Σαββάλας.</p> <p>Peter King, J. (2020). <i>100 Φιλόσοφοι</i>, μτφρ. Α. Κατσικερός, 2^η έκδοση. Αθήνα: εκδ. Σαββάλας.</p> <p>Τζαβάρας, Γ. (2006). <i>Εγχειρίδιο Φιλοσοφίας</i>. Αθήνα: Τυπωθήτω.</p> <p>Solomon, R. & Higgins, K. (2010). <i>The Big Questions: A Short Introduction to Philosophy</i>. Wadsworth, Cengage Learning.</p>
Assessment	Formative assessment and final exam, final essay
Language	Greek

Course Title	Theory and Methodology of Teaching
Course Code	EDUS-200
Course Type	Compulsory
Level	1 st Cycle

Year / Semester	2 nd year / 3 rd semester				
Teacher's Name	Dr. Salvaras Ioannis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	The course focuses on theory and methodology of teaching. It forms a range of theories and teaching strategies and analyzes it to the level: scientific, principals of teaching, teaching design, teaching practice.				
Learning Outcomes	<p>Students are expected:</p> <ul style="list-style-type: none"> • Compare teaching theories by referring to their organizational principals. • Analyzing teaching strategies: (aims, phases, decisions, methodological conditions) • Develop lesson plans 				
Prerequisites	EDUS-100	Required	None		
Course Content	<ul style="list-style-type: none"> • Theory and methodology of teaching. • Theory and methodology of teaching (behaviorism). Develop lessons plans based on strategies of behaviorism • Theory and methodology of teaching (social/cognitive/ behaviorism). Develop lesson plans based on the strategies of the model • Theory and methodology of teaching (cognitivism). Develop lesson plans based on the strategies of the model • Theory and methodology of teaching (constructivism). Develop lesson plans based on the strategies of the model 				
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations				
Bibliography	<p>Joyce, B., Weil, M., Calhoun, E. (2018): Models of Teaching, 8th edition, by Pearson Education, Inc.</p> <p>Wink, J. (2011): Critical Pedagogy – Notes From the Real World, 4th edition, by Pearson Education, Inc.</p> <p>Jacosen, D. A., Eggen, P. & Kauchak, D. (2021). <i>Μέθοδοι Διδασκαλίας</i>, 2^η έκδοση. Αθήνα: Διάδραση.</p>				

Assessment	Participation (discussion, collaborative work, taking notes) and participation	10%
	Presentation (A teaching strategy)	10%
	Mid-term exam	20%
	Final exam	60%
Language	Greek	

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

	<ul style="list-style-type: none"> • To differentiate among the various research method and be able to identify when each method should be used. • To comprehend, analyze and critically evaluate research articles. • To develop research questions for solving research problems and design a proposal for a small scale research study. • Write a literature review and a small scale research proposal. • Develop presentation skills for presenting research articles. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Introduction to educational research (terms, concepts, etc.) • Purpose of the study, research questions and hypotheses • Research variables • Literature review and APA • Research types (experimental research, qualitative research, historical re analysis, etc.) • Research methodology • Data collection methods • Ethics in research 		
Teaching Methodology	Lectures, Class discussion, Individual and group feedback, Case study analysis, Student presentations		
Bibliography	<p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: Author.</p> <p>Baskarada, S. (2014). Qualitative Case Study Guidelines. <i>The Qualitative Report</i>, 19, 1-18. Available online at http://www.nova.edu/ssss/QR/QR19/baskarada24.pdf</p> <p>Creswell, J.W., & Plano Clark, V.L. (2021). <i>Designing and conducting mixed methods research</i> (3rd ed.). Los Angeles, CA: Sage.</p> <p>*Erickan, K., & Roth, W. (2006). What good is polarizing research into qualitative and quantitative. <i>Educational research</i>, 35(5), 14-23.</p> <p>*Παπαναστασίου, Ε. (2016). Εμπόδια στην ποιότητα της εκπαιδευτικής έρευνας. Προβληματισμοί και εισηγήσεις. [Obstacles to the production of quality research in education]. Στο Ι. Πυργιωτάκης, <i>Ερευνητική Μεθοδολογία στις Κοινωνικές Επιστήμες και στην Εκπαίδευση - Συμβολή στην επιστημολογική θεωρία και την ερευνητική πράξη</i> (σσ.465-472), Αθήνα: Πεδίο.</p> <p>*Παπαναστασίου, Ε.Κ., & Παπαναστασίου, Κ.(2016). <i>Μεθοδολογία εκπαιδευτι έρευνας</i>. Λευκωσία.</p> <p>*Required bibliography</p>		
Assessment	Individual research, collaborative work, presentations, examinations.		
Language	Greek		

Course Title	Sociology of Education				
Course Code	EDUS-205				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	1 st year, 1 st semester				
Teacher's Name	Dr. Hajisoteriou Christina				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Upon the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> • understand schooling as a social institution influenced by and influencing the social context; • acknowledge the social factors influencing educational experience and students' attainment; • critically examine education as a process of interaction and communication; • recognise the contribution of sociology in the exploration of the educational field; • develop critical thinking, reflect upon social inequality and apprehend the necessity to promote equal educational opportunity. 				
Learning Outcomes	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define the basic concepts of the Sociology of Education; • Compare the main theories of the Sociology of Education: functionalism, marxism, radical interpretation, symbolic interactionism, conflict theories; • Critically evaluate the role of education in terms of cultural identity, social class and gender. • Outline the relationships between ethnicity, gender, social class and other factors and school success, but also recognise the factors leading to school failure. • Develop and implement practices to combat social inequity and to promote inclusion. • Use sociological research methods in the study of educational topics. 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Basic concepts underpinning the field of the Sociology of Education and its importance. 2. The dipole 'Socialization – Social marginalisation'. 				

	<p>3. The functions of education.</p> <p>4. Sociological approaches to the causes of failure at school.</p> <p>5. Educational inequality.</p> <p>6. Basic theories of Sociology of Education: Functionalism, Marxism, Radical Interpretation, Symbolic Interactionism, Conflict Theories.</p> <p>7. Racial prejudices and stereotypes in education.</p> <p>8. Sociological approaches to intercultural education.</p> <p>9. Basic concepts related to gender studies in education: biological gender, social gender, gender identity. The gender stereotypes in education.</p> <p>10. (Anti)Sexism in education.</p> <p>11. Differentiation in teaching to combat educational inequalities and stereotypes.</p> <p>12. Inclusive practices to combat educational inequalities and stereotypes.</p>
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p>Required: Θάνος, Θ., Καμαριανός, Ι., Κυρίδης, Α., Φωτόπουλος, Ν., Παυλή-Κορρέ, Μ. & Τουρτούρας, Χ. (2017). <i>Κοινωνιολογία της Εκπαίδευσης: Εισαγωγή σε Βασικές Έννοιες και Θεματικές</i>. Αθήνα: Gutenberg.</p> <p>Suggested:</p> <p>In English:</p> <p>Boronski, T. & Hassan, N. (2020). <i>Sociology of Education. Second Edition</i>. New York: SAGE Publications Ltd.</p> <p>Giddens, A. (2009). <i>Sociology. Sixth Edition</i>. Cambridge: Polity.</p> <p>Mehta, J. & Davies, S. (2018). <i>Education in a New Society: Renewing the Sociology of Education</i>. Chicago: University of Chicago Press.</p> <p>Thurston, D., Nunn, L. & Penner, A. (2019). <i>Education and Society: An Introduction to Key Issues in the Sociology of Education</i>. California: University of California Press.</p> <p>In Greek:</p> <p>Ballantine, H. J. & Hammack, F. (2015). <i>Κοινωνιολογία της Εκπαίδευσης: Μια Συστηματική Ανάλυση</i>. (Μτφ. Κοσμά Υ. & Κουρμεντάλα-Νταμπαράκη, Γ.). Αθήνα: Εκδόσεις Επίκεντρο.</p> <p>Γεωργούλας, Α. (2017). <i>Μετασχηματισμοί της Εκπαίδευσης. Σύγχρονη Ιδεολογία και Διαδικασίες Συμβολικής Κυριαρχίας</i>. Αθήνα: Εκδόσεις Τόπος.</p> <p>Δασκαλάκης, Δ. Ι. (2017). <i>Κοινωνιολογία της Εκπαίδευσης</i>. Αθήνα: Εκδόσεις Παπαζήσης.</p>
Assessment	individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Statistics in Education				
Course Code	EDUS 206				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Papaieronymou Irene/ Prof. Papanastasiou Elena				
ECTS	5	Lectures / week	2,5 hour lecture/ week	Laboratories / week	0,5 hour lab/ week
Course Purpose and Objectives	<p>The objectives of this course are to help students:</p> <ul style="list-style-type: none"> • familiarize themselves and comprehend the terminology used in educational statistics • differentiate between the use of descriptive and inferential statistics • examine various statistical analyses (measures of central tendency, measures of spread, and measures of association) and differentiate between the occasions in which they can be used • analyze data with the use of SPSS and Excel, be able to explain and present research results from various data analyses • interpret and evaluate results from statistical analyses of their own data or from research articles • develop communication and presentation skills within educational settings 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Comprehend, analyze, and critically examine the statistical analyses presented in research publications. • Distinguish between occasions where each type of statistical analysis should be used. • Evaluate research articles that include statistical analyses. • Analyze and interpret data outputs with the use of SPSS and Excel and be able to present them in writing and orally. • Synthesize results of statistical analyses in order to be able to reach conclusions. 				
Prerequisites	EDUS 204	Required	None		
Course Content	<p>8. Introduction to educational statistics (terms, concepts, etc) 9. Research questions and statistical hypotheses 10. Scales of measurement 11. Data management</p>				

	12. The normal distribution 13. Descriptive statistics (measures of central tendency and measures of spread) 14. Inferential statistics 15. Correlations 16. Using SPSS and Excel
Teaching Methodology	Lectures, individual and group work, individual feedback, case study analysis, presentations
Bibliography	*Παπαναστασίου, Ε.Κ., & Παπαναστασίου, Κ.(2016). <i>Μεθοδολογία εκπαιδευτικής έρευνας</i> . Λευκωσία. Ravid, R. (2020). <i>Practical statistics for educators (6th ed.)</i> . London: Rowman & Littlefield. Salkind, N.J. & Frey, B. B. (2019). <i>Statistics for people who (think they) hate statistics (7th ed.)</i> . Thousand Oaks, CA: Sage. * Required bibliography
Assessment	data analysis and interpretation, collaborative work, presentations, discussions, examinations
Language	Greek

Course Title	Introduction to Special and Inclusive Education				
Course Code	EDUS-207				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year / 5 th semester				
Teacher's Name	Dr. Lefki Kourea				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	The students are expected: <ul style="list-style-type: none"> To critically examine the context of disability and the ways of interacting with people with disabilities (disability etiquette and rhetoric) To analyze the legal framework within which the education of children with disabilities takes place and detect problems and obstacles towards the creation of a more inclusive education system To associate the mainstream school and the professionals employed within it with the formation of policy and practice regarding inclusion. To discuss the necessary changes in an attempt to transform 				

	mainstream educational settings in places of equal educational opportunities.		
Learning Outcomes	<p>The students are expected:</p> <ul style="list-style-type: none"> • To be able to identify, through everyday practice, examples of implementing the medical and social model of disability. • To analyze both the educational legal framework for the education of children characterized as having special educational needs and the everyday practice in the mainstream school identifying obstacle to inclusion. • To collaborate with other students in a web-based learning environment and fulfil the course requirements. These include the completion of a collaborative assignment through the implementation of the fundamental principles of the medical and social models and inclusive education. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Context of disability • Models of confronting disability (Medical and Social model of disability) • Listening to the voices of people with disabilities • Historical analysis of disability, special education, integration, and inclusive education • The legislation framework for including students with disabilities in general education classrooms • School-family collaboration for supporting students with disabilities 		
Teaching Methodology	Lectures, forum discussions, collaborative assignments and personal activities.		
Bibliography	<p><u>In Greek</u></p> <p>Αγγελίδης, Π. (Επιμ.) (2019.) <i>Παιδαγωγικές της Συμπερίληψης, 2^η έκδοση</i>. Αθήνα: Διάδραση.</p> <p>Barnes, C., Oliver, M., & Barton, L. (2014). <i>Οι Σπουδές για την Αναπηρία</i></p> <p><u>In English</u></p> <p>Kauffman, J. (2020). <i>On Educational Inclusion: Meanings, History, Issues and International Perspectives</i>. New York: Routledge.</p> <p>Kauffman, J., Hallahan, D., P., & Cullen-Pullen, P. (2017). <i>Handbook of Special Education</i>. New York: Routledge.</p> <p>Kurth, J.A., & Gross, M. (2015). <i>The Inclusion Toolbox: Strategies and Techniques for All Teachers</i>. Thousand Oaks: Corwin.</p>		
Assessment	Continuous assessment and feedback through discussions and completion of assignments, guided notes, weekly assignments, final exam.		
Language	Greek		

Course Title	Forms of Special Educational Needs				
Course Code	EDUS 208				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Kourea Lefki				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> Identify the cognitive, socio-emotional, behavioral and academic characteristics of students with disabilities Define main disability categories Describe instructional strategies and tools for including students with disabilities in inclusive classrooms 				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> Describe the learning profile (characteristics) of students with disabilities Identify instructional practices to address the needs of students with disabilities Suggest ways of promoting the inclusion of students with disabilities in inclusive settings 				
Prerequisites	EDUS – 207	Required	None		
Course Content	<ul style="list-style-type: none"> Definition, characteristics and interventions for disability categories Types of special educational needs <ol style="list-style-type: none"> Learning Disabilities Emotional and Behavioral Disorders Physical Disabilities Intellectual Disabilities Autism Spectrum Disorders Attention Deficit Hyperactivity Disorder Sensory Disabilities Communication Disorders Gifted and Talented Ways to collaborate with families to support student needs 				
Teaching Methodology	Lectures, case scenarios, guided notes, video, weekly assignments				
Bibliography	Smith, D. D., Tyler, N. C. (2019). <i>Εισαγωγή στην Ειδική Αγωγή και Εκπαίδευση: Φέρνοντας στην Αλλαγή</i> . Gutenberg				

	<p>Παντελιάδου, Σ. (2011). <i>Μαθησιακές δυσκολίες και η Εκπαιδευτική Πράξη: Τι και Γιατί</i>. Πεδίο</p> <p>Στασινός, Δ. (2020). <i>Η Ειδική Συμπεριληπτική Εκπαίδευση 2027</i>. Παπαζήσης.</p>
Assessment	individual research, collaborative work, presentations, participation, final exam
Language	Greek

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

	4. Learning and teaching concepts. Concept mapping. 5. Problem solving 6. Creating an effective learning environment 7. Collaborative Learning 8. Instruction and Creativity
Teaching Methodology	Lectures, discussions, case study analysis
Bibliography	Woolfolk, A. (2019). <i>Educational Psychology</i> . Harlow: Pearson Education Ltd. Santrock, W. J. (2020). <i>Educational Psychology</i> . NY: McGraw-Hill Slavin, R. (2007). <i>Educational Psychology: theory and practice</i> . Harlow: Pearson Education Ltd.
Assessment	, collaborative work: case study analysis, final exam.
Language	Greek

Course Title	Modern Greek Literature I				
Course Code	EDUS- 220				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture per week	Laboratories / week	0
Course Purpose and Objectives	<p>This course introduces students to significant texts of Modern Greek Literature through close reading. It provides students with an overview of the main theoretical terms and literary movements, since readers should examine these texts according to the literary conventions and within the historical and cultural background they were written. By the end of this course students should be able to:</p> <ul style="list-style-type: none"> comprehend and use the basic terminology of literary theory be aware of the concise history of Modern Greek Literature and the several arguments on the beginnings of this literature (beginning of 12th century or mid of 16th century) analyze critically and compare significant literary works <p>express their opinion on these works both in oral and in an essay form</p>				
Learning Outcomes	Upon the successful completion of this course, students should be able to:				

	<ul style="list-style-type: none"> examine the Modern Greek literary works within the cultural, historical and theoretical context they were produced critically analyze the form and content of these works
Prerequisites	None Required None
Course Content	<ul style="list-style-type: none"> what is literature, meaning, interpretation, poetics, poetry, narration, prose, conventions of genres, thematics Defining the field. Discussing the question of when Modern Greek Literature begins; 12th or 16th century. Are dividing lines entirely clearcut? Reading of <i>Digenis Akritis</i> Cypriot Renaissance: 16th century <i>Cypriot Canzoniere</i>. Petrarchism Cretan Renaissance Literature: <i>Erofilii, Erotokritos</i> 19th century: School of the Ionian Islands. Romanticism. Dionysios Solomos Between Neoclassicism and Romanticism: Andreas Kalvos The generation of 1880: Palamas Folklore and realism in prose (1880-1904): Vizyinos & Papadiamantis Cavafy “The generation of the thirties”: Poetry: Seferis
Teaching Methodology	Lectures, individual and group work, power –point presentation, project, discussion
Bibliography	<p>Roderick Beaton, (1999). <i>An introduction to Modern Greek Literature</i>, Oxford University Press.</p> <p>David Ricks (ed.) (2003). <i>Modern Greek Writing: An anthology in English translation</i>, London: Peter Owen Publishers.</p> <p>Terry Eagleton, (2008). <i>Literary Theory: An introduction</i>, Minneapolis: University of Minnesota Press.</p> <p>Marina Rodosthenous-Balafa (2013). <i>Erotokritos, the Cypriot Canzoniere and the dialogue with the neoplatonic tradition</i>, <i>Kambos: Cambridge Papers in Modern Greek</i>, 20: 133-164.</p>
Assessment	mid-term exam, participation, final exam
Language	Greek

Course Title	Modern Greek Language II
Course Code	EDUS- 221
Course Type	Elective
Level	Undergraduate
Year / Semester	4 th year, 7 th semester

Teacher's Name	Dr. Constantinou Maria				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course provides students with an overview of the fundamentals of language and linguistics, with a focus on the nature of language, an introduction to sound systems, word formation and structure, sentence structure and meaning. By the end of this course, students should:</p> <ul style="list-style-type: none"> • be familiar with the basic linguistic terminology and able to use it • comprehend the objectives and purpose of the several linguistic disciplines • describe schematically the history of Greek Language 				
Learning Outcomes	<p>Upon the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • appraise the value, uniqueness and evolution of language • understand the purpose of linguistic study, including phonetics, phonology, morphology, syntax and semantics • read the International Phonetic Alphabet (IPA) • give examples, based on the word structure and formation • understand the function of sentence structure and its semantics • describe the evolution of Greek Language 				
Prerequisites	EDUS-121	Required	None		
Course Content	<ul style="list-style-type: none"> • Overview of linguistics and linguistic disciplines • Phonetics (introduction to the International Phonetic Alphabet IPA), • Phonology (phoneme, allophone) • Morphology (morpheme, word formation) • Syntax • Semantics (Semiotics) • Pragmatics • Lexicology • Word borrowing • History of Greek Language 				
Teaching Methodology	Lectures, student presentations individual and group work, individual feedback, Class Discussion				
Bibliography	<p>Κοπιδάκης, Ζ.Μ. (επιμ.) (2019). <i>Ιστορία της ελληνικής γλώσσας, 2^η έκδοση</i>. Αθήνα: Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο.</p> <p>Fromkin, A.V. (2000). <i>Linguistics: An introduction to Linguistic Theory</i>. Blackwell Publisher.</p> <p>Horrocks, G. (2010). <i>Greek: A History of the Language and its Speakers</i>, Wiley-Blackwell.</p>				

	<p>Lyons, J. (2012). <i>Εισαγωγή στη Γλωσσολογία</i>, Μτφρ. Μαρία Αραποπούλου. Αθήνα: Πατάκης. For English see, Lyons, J. (1995). <i>Introduction to theoretical Linguistics</i>, Cambridge: Cambridge University Press.</p> <p>Mackridge, P. (2011). <i>Η Νεοελληνική Γλώσσα. Περιγραφική ανάλυση της Νεοελληνικής Κοινής</i>. Μτφρ. Κώστας Ν. Πετρόπουλος. Αθήνα: Πατάκης.</p> <p>Παναγιωτίδης, Φ. (2013). <i>Μίλα μου για γλώσσα. Μικρή εισαγωγή στη γλωσσολογία</i>. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.</p> <p>Ράλλη, Α. (2005). <i>Μορφολογία</i>. Αθήνα: Πατάκης.</p> <p>Χάρης, Η.Γ. (επιμ.) (2009). <i>Δέκα Μύθοι για την Ελληνική Γλώσσα</i>. Αθήνα: Πατάκης.</p> <p>Διαδικτυακός ιστότοπος για τη γλώσσα www.komvos.edu.gr</p>
Assessment	Mid-term and final exams, student presentations
Language	Greek

Course Title	Voice and Diction				
Course Code	EDUS 225				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Petrou Alexios				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ol style="list-style-type: none"> introduce students to the basic principles and rules of teaching and of good use of oral speech, as the primary means of communication among humans and especially educators. to discuss in length the great chapter of communication by way of the oral medium, especially in light of the new status quo of our era, where the planet has been turned into a global village and where the importance of communication has shifted, transformed and/or changed. Analyse the two formatives pertaining to the notion of man (Logos = Ratio + Speech—Logos = Language). 				

Learning Outcomes	<p>After completion of the course, students are expected to be able to develop in speech, narration and text reading:</p> <ol style="list-style-type: none"> voice and articulation clarity correct pauses and proper stresses communication liveliness and instancy and, proper rhythm, color, representativeness and naturalness 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> The respiratory system: Septum breathing. Inhalation-exhalation. Voice Tuning. Examination, exercise and consolidation of <i>septum breathing</i>. Voice Formation. The key of phonemes: /o/-/u/-/e/-/i/-/a/. Voice production. The phoneme /a/, as a formative element in the word “m-a-n” and the key morphemes of the notion of the word “man” in Greek. Voice as an oral communication medium. Voice and speech. Accentuation rules: stressing- pause- punctuation- negation- rhythm-coloring. Communication variation from ancient times to the present era: the focus being “oral speech”. Oral communication examples. Exercises. Articulation. Application exercises as regards the control of articulation. Jaw-breakers - Texts to exercise and memorize. Oral examination on a specific text. Poetic texts as speech monuments – initial contact – a first attempt at proper articulation together with control for proper <i>septum inhalation-exhalation</i>: (a look at the works of Solomos, Sikelianos, Palamas, Kavafis, Seferis, Ritsos, Elitis, ancient literature, Cyprus chronicles e.t.c.). 				
Teaching Methodology	Lectures, experiential seminars, individual and group work, role playing and individual feedback, case study analysis, student presentations.				
Bibliography	<p>Βαβιάς, Α.</p> <p>Καραντινός, Σ.</p>	<p><i>Αγωγή του προφορικού λόγου, Ι: Προφορά της νεοελληνικής γλώσσας.</i></p> <p><i>Σύστημα αγωγής του προφορικού λόγου (τόμος Ι.)</i></p>	<p>Αθήνα– Γιάννεν α: Εκδόσει ς "Δωδών η".</p> <p>Θεσσαλονίκη.</p>	<p>1 9 9 7 1 9 6 1</p>	<p>96024886 03</p>

	<p>Μουδατσάκης, Ε. Τ. <i>Η Ορθοφωνία στο Θέατρο και στην Εκπαίδευση, 2^η έκδοση.</i> Αθήνα: Εκδόσεις Εξάντας. 2 960256 0 13 16.5 1 8</p> <p>Γαβριηλίδου, Ζ. Φωνητική συνειδητοποίηση και διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας. Τυπωθήτω: Αθήνα 2 978960 0 20850 0 3</p> <p>Odden, D. <i>Introducing phonology.</i> Cambridge: University Press 2 0 0 5</p> <p><i>Davis, John F.</i> <i>Phonetics and phonology</i> Stuttgart: Klett Verlag 2 0 0 4</p>
Assessment	Individual project–work, Collaborative project-presentation, participation, Final exam.
Language	Greek

Course Title	Comparative Religion and Interreligious Education
Course Code	EDUS 247
Course Type	Compulsory

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

	<ul style="list-style-type: none"> To study essential factors in the development of the child that pertain to the transmission of an aligned understanding of all religions as part of the spiritual legacy of humanity To interpret <i>Comparative Religion</i> and Intercultural Education from within the perspective of the modern and/or postmodern worldview. 																		
Prerequisites	None	Required	None																
Course Content	<ol style="list-style-type: none"> 1. Introduction / Religion an Educational Approach 2. Religious Education / Critical Religiosity 3. Christian Ways of Life: Theology, Cosmology, Creation and Recreation 4. Issues Concerning the Teacher, Indoctrination, and Teaching 5. The Personal and Existential Dimension of Christian Education 6. The Teaching of Prayer / Lives of Saints and Teaching Means 7. Christian Teachings and Parables / Methodologies for Teaching the Course of Christian Education 8. The Church in Christ and Ecclesiology / Effect of Religious Emotion and Sentiment in the Development of the Child 9. The Proposal of Philosophy as a Way of Teaching Christian Education According to John Chrysostom 10. Christian Education of Freedom / The Child and Religion 11. Necessity of Dialogue and Attributes of Love 12. The Ontology of Christianity and the Modern Ethos. 																		
Teaching Methodology	Lectures, Informative Evaluation - discussion - feedback, Written Project/Paper, Final Examination.																		
Bibliography	<table border="1"> <thead> <tr> <th>Author</th> <th>Title</th> <th>Publisher</th> <th>Year</th> <th>ISBN</th> </tr> </thead> <tbody> <tr> <td>Σταύρος Σ. Φωτίου (επ.)</td> <td><i>ΑΓΩΓΗ ΕΛΕΥΘΕΡΙΑΣ – Η Πρόταση της Ορθόδοξης Αγωγής στο Σύγχρονο Κόσμο, 3^η έκδοση</i></td> <td>Εκδόσεις Αρμός</td> <td>2019</td> <td>960-7102-97-5</td> </tr> <tr> <td>A. Tapakis</td> <td><i>Religious Education in Primary and Pre-primary Schools (in Greek)</i></td> <td>Kykko Monastery Cyprus</td> <td>2003</td> <td>--</td> </tr> </tbody> </table>	Author	Title	Publisher	Year	ISBN	Σταύρος Σ. Φωτίου (επ.)	<i>ΑΓΩΓΗ ΕΛΕΥΘΕΡΙΑΣ – Η Πρόταση της Ορθόδοξης Αγωγής στο Σύγχρονο Κόσμο, 3^η έκδοση</i>	Εκδόσεις Αρμός	2019	960-7102-97-5	A. Tapakis	<i>Religious Education in Primary and Pre-primary Schools (in Greek)</i>	Kykko Monastery Cyprus	2003	--			
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A. Tapakis	<i>Religious Education in Primary and Pre-primary Schools (in Greek)</i>	Kykko Monastery Cyprus	2003	--															
Assessment	<ul style="list-style-type: none"> Participation Written Project/Paper participation Final Examination 																		
Language	Greek																		

Course Title	History of Art
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Course Code	EDUS 250				
Course Type	Elective				
Level	undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr. Eliza Pitri				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Study the development of the art principles and practices of the western world from the ancient times until today. • Study the history of art from the lens of future educators. 				
Learning Outcomes	<p>For the students to:</p> <ul style="list-style-type: none"> • Outline artistic movements from ancient times until today, through studying the visual characteristics of the most representative art works and related literature. • Assess various artistic currents in order to recognize and accept the changes in art over time. • Apply the acquired art knowledge to design appropriate activities for kindergarten or elementary school. 				
Prerequisites	EDUP-151	Required	None		
Course Content	<p>17. Aesthetic and structural description of art works 18. Art of the Ancient World (Prehistoric, Mesopotamian, Egyptian) 19. Ancient Greek and Roman Art 20. Byzantine Art 21. Impressionism, Post-Impressionism 22. Fauvism, Minimalism 23. Cubism, Futurism 24. Surrealism 25. Expressionism, Abstract Expressionism, Neo-Expressionism 26. Pop and Neo-Pop Art 27. Environmental Art, Earthworks</p>				
Teaching Methodology	Lectures, Project work, individual and group work, studio work, role play, student presentations.				
Bibliography	<p>Gombrich, E. H. (2019). <i>Το Χρονικό της Τέχνης, 2^η έκδοση</i>. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης. ISBN: 9789602501443</p> <p>Davies, P., Denny, W.B., Hofrichter, F. F. et. al. (2015). <i>Janson's History of Art: The Western Tradition</i>. Cambridge: Pearson. ISBN 13: 978-0133878295</p>				

Assessment	Studio work presentations and feedback, midterm assignment, final exam
Language	Greek

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

Teaching Methodology	Lectures, individual and group work, studio work, student presentations.
Bibliography	Ξανθάκου, Γ. (2019). <i>Δημιουργικότητα και καινοτομία στο σχολείο και την κοινωνία</i> , 2 ^η έκδοση. Διάδραση. Boden, M. A. (2011). <i>Creativity and Art. Three Roads to Surprise</i> . New York, NY: Oxford University Press.
Assessment	Course activities, final exam.
Language	Greek

Course Title	Educational Technology and Robotics				
Course Code	EDUS-265				
Type of Course	Required				
Level	Undergraduate				
Year / Semester of study	2 nd year, 2 nd semester				
Name of Instructor	Dr Efi Nisiforou/ Prof Charalambos Vrasidas				
ECTS	3	Lectures / week	2 hours /week	Workshops / week	1 hour per week
Course Objectives	<p>The basic objectives of the course are:</p> <p>The student:</p> <ul style="list-style-type: none"> To be informed on the contemporary theories and trends in the field of educational technology. To get to know the various technological media that have been made available in education. To develop the necessary skills for their appropriate use through practical activities. To acquire basic knowledge and simple programming skills in the context of utilising robotics in education. To design, develop and assess interactive digital material with the use of multimedia applications. 				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Acknowledge and understand the contemporary trends in the field of educational technology. 				

	<ul style="list-style-type: none"> • Explain the contribution of technology in the 21st century school. • Acknowledge and assess the role and importance of educational technology in teaching, learning and assessing. • Develop and assess digital educational material utilising new technologies. • Design and assess the basic principles and concepts of emerging technologies such as virtual reality and augmented reality. • Plan lessons that utilise technologies and are based in contemporary models of integrating technology, considering, at the same time, the theories of learning. • Familiarise themselves in managing software and new technologies e.g. to program a robot. • Implement the basic principles and concepts of Educational Robotics in their educational planning. • Explain the ways in which educational technology affects digital citizenship of tomorrow's citizens by educating digitally literate citizens 		
Prerequisites	EDUS-170	Corequisites	EDUS-170
Course Content	<ul style="list-style-type: none"> • The 21st century school – Basic concepts of educational technology – Theories of learning and educational technology • Contemporary pedagogical models and educational technology – Learning design and integration of technology in the classroom: Design of activities, objectives, skills, selection of tools and assessment • Educational software, internet tools (web2.0) and other tools of Information, Communication and Technology (ICT) – their use in education – Cypriot Curricula and educational technology • Introduction to Multimedia, development and production of interactive and audio-visual material • Introduction to Virtual and Augmented Reality – concepts and examples of integration in education - VR Google Cardboard • Introduction to Educational Robotics – concepts and examples of integration in education • Introduction to Programming Code – Inquiry learning – Basic commands • The programming environment of Scratch • Mobile devices and digital games in education • Online and blended learning – Social networks and education – Learning management platforms e.g. Edmodo, ClassDojo • The role of educational technology in assessment • Educational technology – prospects and traps 		
Teaching Methodology	Lectures, presentations, discussions of basic concepts, individualised and group guidance, student presentations, practical workshops and experiential interaction with the tools in focus, intermediate examination.		
References	Required readings EDUS-265 selected scientific papers		

	<p>Νησιφόρου, Ε. (2020). <i>Course Notes – Lectures</i>. Nicosia: University of Nicosia.</p> <p>Supplementary readings</p> <p>Roblyer, M. D., Doering, A. H. (2014). <i>Integrating educational technology into teaching</i> [Εκπαιδευτική Τεχνολογία και διδασκαλία] (6^η έκδοση). Αθήνα: Ιων.</p> <p>Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2009). <i>Εκπαιδευτική τεχνολογία για διδασκαλία και μάθηση</i>. Ντρενογιάννη (Επιμ.), Φ. Κοκαβέσης (Μετάφ). Αθήνα: Επίκεντρο</p> <p>Σολομωνίδου, Χ. () <i>Εκπαιδευτική Τεχνολογία: μέσα, υλικά, διδακτική χρήση και αξιοποίηση</i>. Αθήνα: Καστανιώτης.</p> <p>Πετροπούλου, Ο., Κασιμάτη, Κ., & Ρετάλης, Σ. (2015). <i>Σύγχρονες μορφές εκπαιδευτικής αξιολόγησης με αξιοποίηση εκπαιδευτικών τεχνολογιών</i>. [ηλεκτρ. βιβλ.]. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: http://hdl.handle.net/11419/232</p> <p>Vrasidas, C., Zembylas, M., & Petrou, A. (2005). <i>Σύγχρονα παιδαγωγικά μοντέλα και ο ρόλος της εκπαιδευτικής τεχνολογίας</i> [Modern pedagogical models and the role of educational technology]. Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης [Advanced Internet technologies in the service of learning], 35-58.</p> <p>Merényi, A., Szabó V., & Takács, A. (2010). <i>101 ιδέες για πρωτοπόρους εκπαιδευτικούς</i>. [ηλεκτρ. βιβλ.]. Σκαρβέλη, Γ. (Μετάφ). Αθήνα: Microsoft. Διαθέσιμο στο: https://www.openbook.gr/101-idees-gia-prwtoporous-ekpaideytikous/</p>
Assessment	Formative, active participation and attendance in class, group and individual assignment, presentation, written and practical exam.
Language	Greek

Course Title	English Language II				
Course Code	EDUS - 275				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Ms Savinia Christou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ol style="list-style-type: none"> 1. Ability to communicate efficiently and confidently in English mainly in the three skill areas: reading, writing and listening. 2. Reading comprehension techniques to understand and convey information relevant to education purposes. 3. Writing with some knowledge of style. 4. Knowledge of different types of paragraph and grammatical structures. 5. A range of education-oriented vocabulary. 				
Learning Outcomes	<ol style="list-style-type: none"> 1. Communicate effectively and appropriately in an educational context. 2. Understand and employ a range of education-oriented vocabulary. 3. Write a well constructed compare/contrast and opinion paragraph. 4. Exercise control of appropriate grammatical structures. 				
Prerequisites	EDUS-175	Required	None		
Course Content	<p>Various grammatical conventions: modal verbs, conditionals, adjectives, comparative and superlative, passive, infinitive and gerund.</p> <p>Vocabulary related to the field of education.</p> <p>A compare/contrast and an opinion paragraph.</p> <p>Issues related to education: Multiple Intelligences, Classroom management, games based learning, autism.</p>				
Teaching Methodology	Lectures, presentations, readings, discussions, final exam.				
Bibliography	Clare West. (2020). <i>Recycling your English, 3rd edition</i> . Cambridge University Press (Recommended)				
Assessment	writings and quizzes, participation, final exam.				
Language	English				

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

	<ul style="list-style-type: none"> • Responding to cultural pluralism in the field of education in the United States, Europe, Greece and Cyprus (e.g., education of minorities, immigrants, foreigners and repatriates). • Multilingualism and intercultural education: The case of teaching Greek as "first" and "second" language. • Religious education and intercultural education. • Intercultural literature for children. • Promoting intercultural education in informal learning environments. • Intercultural dialogue as a tool for a culture of peace and social cohesion. • The role of international organisations (Council of Europe, OECD, UNESCO) in promoting intercultural education. • The relationship of intercultural education with the concepts of globalisation and cosmopolitanism.
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p><u>Required:</u></p> <p>Αγγελίδης, Π. & Χατζησωτηρίου, Χ. (2021). <i>Διαπολιτισμικός Διάλογος στην Εκπαίδευση: Θεωρητικές Προσεγγίσεις, Πολιτικές Πεποιθήσεις και Παιδαγωγικές Πρακτικές</i>, 2^η έκδοση. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p><u>Suggested:</u></p> <p><i>In English:</i></p> <p>Catarci, M. & Fiorucci, M. (2016). <i>Intercultural Education in the European Context. Theories, Experiences, Challenges</i>. USA: Routledge.</p> <p>Gorski, P. C. & Pothini, S. G. (2014). <i>Case Studies on Diversity and Social Justice</i>. Oxon: Routledge.</p> <p>Hajisoteriou, C. & Angelides, P. (2016). <i>The Globalization of Intercultural Education</i>. London: Palgrave Macmillan UK.</p> <p>Marginson, S. & Sawir, E. (2011). <i>Ideas for Intercultural Education</i>. USA: Palgrave Macmillan US.</p> <p><i>In Greek:</i></p> <p>Σολωμού, Α. & Χατζησωτηρίου, Χ. (2019). Βελτιώνοντας το Σχολείο και τη Διδασκαλία σε Συνθήκες Πολιτισμικού Πλουραλισμού. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p>Φραγκούλης, Γ. & Παρθένης Χ. (2016). <i>Η Διαπολιτισμική Εκπαίδευση Απέναντι σε Νέες Προκλήσεις</i>. Αθήνα: Εκδόσεις Μεταίχμιο.</p> <p>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). <i>Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p>
Assessment	Individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

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

	<ul style="list-style-type: none"> • The structure (organisational chart) and organisation of school in primary and secondary education. • Roles in Ministry and in school. Duties and responsibilities of each role. • Regulation Rules of the schools. The leading role of teacher. • Decision-Making and Administrative Organisation • Staff's sessions and the role of the teacher. • The contact of the educational officials with the Competent Authority. Communication policy of Cypriot public school- communicative tactics utilised by principals and conflict management. • Motivation of teachers. The role of teacher in school's development efforts and headteacher's role in motivating teachers • Teachers' evaluation, school self-evaluation and evaluation of efficiency at work. • Professional development of teachers in the Cypriot educational system. • School climate and school culture and headteacher's role • School Management and Leadership. Leadership theories and successful school leadership. 																				
Teaching Methodology	Lectures, autoanalysis of behaviour, individual and group work, individual and group feedback, case study analysis, student presentations																				
Bibliography	<p>Required textbooks/reading:</p> <table border="1" data-bbox="491 1077 1385 1536"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>A. Πέτρου & Π. Αγγελίδης (Επιμ.)</td> <td><i>Εκπαιδευτική διοίκηση και ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές, 2^η έκδοση.</i></td> <td>Αθήνα: Διάδραση</td> <td>2019</td> </tr> </tbody> </table> <p>Recommended Textbooks/Reading:</p> <table border="1" data-bbox="528 1653 1410 1984"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Σαϊτης, Χρ.</td> <td><i>Οργάνωση και Διοίκηση της Εκπαίδευσης: θεωρία και πράξη</i></td> <td>Αθήνα: Αυτοέκδοση</td> <td>2012</td> </tr> <tr> <td>Πέτρος Πασιαρδής</td> <td><i>Εκπαιδευτική ηγεσία</i></td> <td>Αθήνα: Μεταίχμιο</td> <td>2014</td> </tr> </tbody> </table>	Authors	Title	Publisher	Year	A. Πέτρου & Π. Αγγελίδης (Επιμ.)	<i>Εκπαιδευτική διοίκηση και ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές, 2^η έκδοση.</i>	Αθήνα: Διάδραση	2019	Authors	Title	Publisher	Year	Σαϊτης, Χρ.	<i>Οργάνωση και Διοίκηση της Εκπαίδευσης: θεωρία και πράξη</i>	Αθήνα: Αυτοέκδοση	2012	Πέτρος Πασιαρδής	<i>Εκπαιδευτική ηγεσία</i>	Αθήνα: Μεταίχμιο	2014
Authors	Title	Publisher	Year																		
A. Πέτρου & Π. Αγγελίδης (Επιμ.)	<i>Εκπαιδευτική διοίκηση και ηγεσία: Επιστημολογική βάση, ερευνητικές προσεγγίσεις και πρακτικές, 2^η έκδοση.</i>	Αθήνα: Διάδραση	2019																		
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Σαϊτης, Χρ.	<i>Οργάνωση και Διοίκηση της Εκπαίδευσης: θεωρία και πράξη</i>	Αθήνα: Αυτοέκδοση	2012																		
Πέτρος Πασιαρδής	<i>Εκπαιδευτική ηγεσία</i>	Αθήνα: Μεταίχμιο	2014																		

		Από την περίοδο της ευμενούς αδιαφορίας στη σύγχρονη εποχή		
Assessment	individual research, collaborative work, presentations, final exams, discussions in forum			
Language	Greek			

Course Title	Philosophy of Education				
Course Code	EDUS- 305				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr Alexios Petrou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are to:</p> <ul style="list-style-type: none"> • introduce students to the basic principles and methods of Philosophy; to the main philosophical trends reaching all the way to the field of education. • analyze the fundamental notions, preconditions and problems of the Philosophy of Education and discuss the usefulness of philosophical analysis in dealing with educational matters. • discuss dilemmas in regards to the Philosophy of Education, mainly focusing on the field of action. • introduce students to the basic principles of the Philosophy for Children (P4C) and think of ways to develop thought. 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ○ discuss the basic principles and methods of Philosophy. ○ analyze notions relating to the field of the Philosophy of Education (education, instruction, didactic means, knowledge, society, ethos, culture). ○ critically assess the main philosophical trends and their extension in the field of education. 				

	<ul style="list-style-type: none"> ○ discuss and interpret historical and causal dilemmas concerning the Philosophy of Education and the arguments of each side's proponents ○ develop critical and creative thinking of the children by producing thinking stories and relative exercises 		
Prerequisites	None	Required	none
Course Content	<ul style="list-style-type: none"> • What is philosophy? The problem of defining philosophy. The fields of Philosophy and the field of the Philosophy of Education. • Philosophical methods and approaches. • The notions of education and instruction. • Introduction to the Philosophy for Children. • Aims of instruction and education. • Teaching tools. • Taught knowledge. • Education and Society. • Taught ethos. 		
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion		
Bibliography	<p>Πέτρου, Α. (2019). <i>Φιλοσοφία, Σχολείο για Παιδιά</i>. Αθήνα: Ζέφυρος.</p> <p>Τζαβάρας, Γ. (2000). <i>Προβλήματα στη Φιλοσοφία της Παιδείας</i>. Αθήνα: εκδ. Γρηγόρη.</p> <p>Noddings, N. (2016). <i>Philosophy of Education</i>. Westview Press.</p> <p>Anderson, B. (Ed.) (2016). <i>Philosophy for Children: Theories and praxis in teacher education</i>. Routledge.</p> <p>Θεοδωροπούλου, Έ. (επ.) (2014). <i>Φιλοσοφία, Φιλοσοφία είσαι εδώ</i>; Αθήνα: εκδ. Διάδραση.</p> <p>Κουμάκης, Γ. (2001). <i>Θεωρία και Φιλοσοφία της Παιδείας</i>. Αθήνα: εκδ. Τυπωθήτω.</p> <p>Mueller, G. & Bargelioties, L (2004). <i>Φιλοσοφικά θεμέλια της παιδείας</i>, μτφρ. Φουρνάρος. Αθήνα: εκδ. Έννοια.</p> <p>Σακελλαρίου, Μ., Ζεμπύλας, Μ. & Πέτρου, Α. (επ.) (2010). <i>Ηθική και Εκπαίδευση: Διλήμματα και προοπτικές</i>. Αθήνα: εκδ. Κριτική.</p>		
Assessment	Essay, final exam.		
Language	Greek		

Course Title	Inclusive Teaching Practices				
Course Code	EDUS-307				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year / 1 st semester				
Teacher's Name	Dr. Panayiotis Angelides				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The students are expected:</p> <ul style="list-style-type: none"> To examine in depth the ways in which policy is made and implemented To critically examine the ways in which stereotype understandings regarding disability are created and propose ways for their elimination To examine ways for the reconstruction of the learning environment and teaching approaches in the mainstream classroom. 				
Learning Outcomes	<p>The students are expected:</p> <ul style="list-style-type: none"> To analyse in depth the everyday policy and practice in mainstream schools and examine the ways in which the official framework of 1999 is differentiated through the interpretations of teachers. To identify the obstacles for a more inclusive practice and the ways in which the existing practices maintain exclusion and categorization To implement the fundamental principles of inclusion for the reconstruction of teaching in the mainstream classroom. 				
Prerequisites	EDUS-207	Required	None		
Course Content	<ul style="list-style-type: none"> The gap between official policy and everyday practice The context and formulation of policy Constructing an Inclusive school The issue of language used and the maintaining of stereotype understandings Changing the organisation and functioning of the mainstream school Re-constructing mainstream teaching Education in the mainstream classroom - where difference is the norm 				
Teaching Methodology	Lectures, forum discussions, collaborative assignments and personal activities.				
Bibliography	Tomlinson, C.A. (2019). <i>Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας</i> , 2 ^η έκδοση. Αθήνα: Εκδόσεις Γρηγόρη.				
Assessment	of assignments (individual work), final exam.				
Language	Greek				

Course Title	Cognitive Psychology and Development				
Course Code	EDUS-311				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 6 th or 7 th semester				
Teacher's Name	Stylianou-Georgiou Agni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> To understand the development of the major cognitive processes in children To develop skills for the application of cognitive psychology concepts in instructional design 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> To apply basic concepts of cognitive psychology in instructional design To create educational games that encourage the development of cognitive skills 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> Purpose and history of cognitive psychology Piaget theory of cognitive development: developmental stages, cognitive schemata and applications in education. Attention: divided attention, selective attention, saccadic eye movements, neuroscience research on attention, theories of attention Perception: perception and development, visual object recognition, speech recognition and applications in education Memory: working memory, long – term memory, encoding, storage and retrieval of information, memory development, memory and learning (mnemonic techniques), metamemory. Knowledge representation and concept development: role of prior knowledge, misconceptions. Thinking: problem solving, creative thinking, critical thinking, interventions to improve thinking Psychology of Language: structure of language. production and comprehension of language. Language development. 				
Teaching Methodology	Lectures, forum discussions				
Bibliography	<p>Matlin, M. W. & Farmer, T. A. (2019). <i>Cognition</i>. Wiley</p> <p>Siegler, R. S. (2002). <i>How children develop</i>. Gutenberg.</p>				

	<p>Κανελλάκη, Σ. (2011). <i>Γνωστικές Διεργασίες: Επίλυση Προβλημάτων και Λήψη Απόφασης</i>. Αθήνα: Ατραπός.</p> <p>Κολιάδης, Ε. Α. (2017). <i>Γνωστική ψυχολογία, γνωστική νευροεπιστήμη και εκπαιδευτική πράξη</i>. Γρηγόρη.</p> <p>Μπαμπλέκου, Ζ. (2003). <i>Η Ανάπτυξη της Μνήμης: Γνωστική Διαδρομή στην Παιδική Ηλικία</i>. Αθήνα: Τυπωθήτω.</p> <p>Μπαμπλέκου, Ζ. (2011). <i>Γνωστική ψυχολογία: μοντέλα μνήμης</i>. Gutenberg.</p>
Assessment	individual work: design of an educational game, reflective notebook, final exam.
Language	Greek

Course Title	Theories of Learning				
Course Code	EDUS-312				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year, 6 th or 7 th semester				
Teacher's Name	Stylianou-Georgiou Agni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The student is expected:</p> <ul style="list-style-type: none"> To examine the fundamental theoretical approaches (behavioral, social, cognitive) in learning and the basic applications in contemporary pedagogical practice To develop their own philosophical approach to teaching and learning To develop skills of applying learning theories in instructional design 				
Learning Outcomes	<p>The student is expected:</p> <ul style="list-style-type: none"> To evaluate and compare the main models of learning To analyze case studies from school contexts using learning theories To apply fundamental theoretical approaches (behavioral, social, cognitive) in instructional design 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> Behavioral theories of learning Social learning theory: Albert Bandura Intuitive learning (gestalt school), Cognitive learning theories: information processing theory, Constructivism (Jean Piaget, Lev Vygotsky), Inquiry learning (J. Bruner), Situated learning approaches (contextual view) 				

Teaching Methodology	Lectures, forum discussions, case study analysis
Bibliography	Κολιάδης, Ε. (2019). <i>Θεωρίες Μάθησης και εκπαιδευτική πράξη, 2^η έκδοση (τόμος Α')</i> . Ελληνικά Γράμματα. Woolfolk, A. (2019). <i>Educational Psychology</i> . Harlow: Pearson Education Ltd.
Assessment	individual work: case study analysis, reflective notebook, final exam.
Language	Greek

Course Title	Cultural Perspectives on Mathematics				
Course Code	EDUS-314				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd Year / (fall or spring)				
Teacher's Name	Dr Anastasia Datsogianni				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/week
Course Purpose and Objectives	<ul style="list-style-type: none"> • Introduction to the field of Ethnomathematics • The role of culture in the development of mathematical knowledge, and in mathematics teaching and learning. • Examining the cultural dimensions of the Cypriot national curriculum of mathematics • Examination of mathematics teaching and learning approaches in other countries 				
Learning Outcomes	Upon completion of this module, students should be able to design lesson plans in mathematics that take pupils' cultural background into consideration. Also, they should be able to identify, analyze and evaluate the affordances and the limitations of the national curriculum of Cyprus, in regards to its cultural dimensions, and they should be able to suggest ways of improving/enhancing the existing teaching materials (i.e. national textbooks of mathematics).				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • The field of Ethnomathematics: What is it and what does it include? • Examples of cultural practices in mathematics • Culturally responsive pedagogy in mathematics 				

	<ul style="list-style-type: none"> The mathematics curricula and teaching practices of other countries
Teaching Methodology	Lectures, individual and group work
Bibliography	<ul style="list-style-type: none"> Lecturer's notes Σακονίδης, Χ. (2020). <i>Διδάσκοντας μαθηματικά στο γυμνάσιο. Προτάσεις για την αξιοποίηση του διδακτικού υλικού</i>. Πρόγραμμα Εκπαίδευσης Μουσουλμανοπαίδων. Σταθοπούλου, Χ. (2019). <i>Εθνομαθηματικά. Διερευνώντας την πολιτισμική διάσταση των μαθηματικών και της μαθηματικής εκπαίδευσης</i>. Αθήνα: ΑΤΡΑΠΟΣ
Assessment	<ul style="list-style-type: none"> Active participation in class Individual assignment – Article analysis Group assignment – Designing lesson plans Final exam
Language	Greek

Course Title	Greek Literature and Civilisation				
Course Code	EDUS 321				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 7 th semester				
Teacher's Name	Dr.Alexios Petrou / Dr. Vorias Stamatis				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The lesson's primary objectives are:</p> <ul style="list-style-type: none"> For students to get an in–depth look at primary texts of Greek textual transmission, that have to do with education, civilisation and the Greek language in general. To familiarise themselves with the 'aesthetics' of Greek Civilisation To get a better sense of the relationship between Civilisation, politics and education To acquaint themselves with the concept of historical progress and to be able to compare the ancient Greek Civilisation with its modern equivalent (synchronic and diachronic study of Civilisation) 				

Learning Outcomes	<p>By the end of the lecture–series the students should have:</p> <ul style="list-style-type: none"> • Formed an in–depth understanding of the meaning of Civilisation • An in–depth understanding of the variables comprising Greek Civilisation • Understand an outline of the diachronic evolution of the Greek language and textual transmission • Have developed the ability toward a critical approach regarding cultural festivals and shows 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • The meaning of Civilization. Greek people within the Greek ‘space’. People and Society. Civilization and Democracy • People and Gods. Ancient Greek religion • The birth of science. Pre–Socratic philosophers. Aristotle’s <i>Physics</i> • From myth to rational thought. A selective analysis of Platonic myths • Ancient Greek thought. The problem of ‘time’ in antiquity. A relevant analysis of texts: the Orphics—Pherecydes—Anaximander—Heracleitus—Plato—Aristotle. • Socrates • Slavery in ancient Greece. The status of women in Greece and the writing of Aristotle and Plato on the matter. • The falling glory of Greek ancient Civilization • The ‘genius’ of Alexander the Great • Aesthetics. The role of music in ancient Greece. • Visionaries, intellectuals and poets in ancient Greece. • The Byzantine Civilisation. Byzantine Literature and Art. The successes and failures of the Byzantine people. • The neo-Hellenic Enlightenment movement • A critical approach towards modern day Civilisation 		
Teaching Methodology	Lectures, workshops, seminar, individual feedback, discussion		
Bibliography	<p>Δεσποτόπουλος, Κ. (2001). <i>Φιλοσοφία και θεωρία του πολιτισμού</i>. (εκδ. Παπαζήση.)</p> <p>Μπονάρ, Α. (1991). <i>Ο αρχαίος ελληνικός πολιτισμός</i>. (3 τόμοι). (Ιστορική Βιβλιοθήκη Θεμέλιο.)</p> <p>Chamoux, F. (1999). <i>Ο Ελληνικός πολιτισμός</i>. (Δαίδαλος – Ι. Ζαχαρόπουλος)</p> <p>Γιανναράς, Χ. (2005). <i>Κοινωνιοκεντρική πολιτική: Κριτήρια</i>. (Εστία)</p> <p>Σκουτερόπουλος, Ν.Μ. (2003). <i>Πλάτων, Πολιτεία</i>. (Πόλις)</p> <p>Κάλφας, Β. (2004). <i>Αριστοτέλης, Περί Φύσεως</i>. (Πόλις)</p> <p>Ευαγγέλου, Ι. (1995). <i>Ελληνικός Πολιτισμός: δοκίμια και μελέτες</i>. (Αθήνα: Εκδόσεις Σαββάλα)</p> <p>Κάρτλετζ, Π. (2002). <i>ΟΙ ΕΛΛΗΝΕΣ: Εικόνες του εαυτού και των άλλων</i>. (Εκδόσεις Αλεξάνδρεια)</p>		

	<p>Cartledge, P. (2002). <i>The Greeks: A Portrait of Self and Others</i>. (OUP, Oxford)</p> <p>Sowerby, R. (2015). <i>The Greeks: An Introduction to Their Culture (Peoples of the Ancient World)</i>. (Routledge)</p>
Assessment	essay and final exam.
Language	Greek

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

	<ol style="list-style-type: none"> 3. Special topics/ areas/ genres in the field of literature 4. Basic characteristics of the genre/ author/ epoch etc. 5. Representative literary texts 6. Picturebooks 7. Educational implications
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations
Bibliography	Lecture,
	<ul style="list-style-type: none"> • Terry Eagleton, <i>How to Read Literature</i>, Yale University Press, New Haven, 2013. • Thomas C. Foster, <i>How to Read Literature like a Professor: For Kids</i>, Harper Collins Publishers, New York, 2013. • Marina Rodosthenous-Balafa (ed.), <i>Creative Approaches in Teaching Literature in Primary Education</i>, Athens: Grigoris, 2017. (in Greek) • Rodosthenous-Balada et al. (2021). Creative Ways to Approach the Theme of Cultural Diversity in Wordless Picturebooks Through Visual Reading and Thinking. Springer Nature.
Assessment	collaborative work, presentations, participation, final exam
Language	Greek

Course Title	Theatre Education and Theatrical Play				
Course Code	EDUS 325				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr Angela Hadjipanteli				
ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week
Courses Objectives	<p>With the completion of the course students will be able:</p> <ul style="list-style-type: none"> • To correlate the performance theory both with the theatre performance and teaching, mentioning similarities and dissimilarities. 				

	<ul style="list-style-type: none"> • To discuss the pedagogical and teaching qualities of theatre education and theatrical play in relevance with the educative principles of the theories of: <ul style="list-style-type: none"> - Vygotsky and Piaget - Multiple intelligences – Gardner • To analyse the influences of the art of theatre on the formation of theatre education as a pedagogical tool of experiential, creative and aesthetic teaching/learning. • To organise any form of narrative (e.g., prose text, fairy tale, myth, poem, etc.), transforming it into a theatrical performance. • To identify the cognitive, emotional and kinesthetic aims that can be achieved by the integration of theatrical play in teaching. 		
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ol style="list-style-type: none"> 1. To exploit the theatrical play as a teaching tool. 2. To devise theatrical games in correlation both with the theme and objectives of teaching. 3. To apply the sign systems of theatre with creative ways in storytelling and teaching, in general. 4. To assess a teaching practice based on theatre education, situating criteria concerning the pupils' language, intellectual, social, ethical and aesthetic-artistic development. 5. To perform effectively the teacher's organisational, coordinative and animating role during the application of theatre education. 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Theory of performance – Types of performance 2. Determination of theatre – Essential characteristics of theatre 3. Determination of theatre education – Types of theatre education 4. Correlation of theatre education with the theories of Vygotsky, Piaget and Gardner 5. Influences of theatre theories on the formation of theatre education 6. Theatrical play: Features, stages and conditions of application 7. The art of storytelling: Different techniques and approaches 8. The role of storyteller: Different types of storyteller 		

	<p>9. The use of theatre semiotics in theatre education</p> <p>10. Assessment of a teaching practice based on theatre education – A teacher’s role</p>
Teaching Methodology	Lecture, group/dialogical activities, workshops, microteachings, commentary/discussion of video-taped theatrical games and storytelling, feedback, video recording of individual/team storytelling performances, reading and research of bibliography
Bibliography	<p>Kouloumbi–Papapetrou, K (2020). <i>The art of narration, 2nd edition</i>. Athens: Pataki.</p> <p>Kouretzis, L. (2018). <i>The theatrical play and its dimensions</i>. Athens: Taxideftis.</p> <p>Kouretzis, L. (2010). <i>The theatrical play: Pedagogical theory, practice and theatrological approach</i>. Athens: Kastaniotis.</p> <p>MacDonald, S., & Rachel, D. (2009). Forum theatre of Augusto Boal for teachers. <i>Education & Theatre, 1</i>, 42-49.</p> <p>Neelands, J. (2008). The diversity of drama/theatre education: Models and aims. <i>Education & Theatre, 9</i>, 58-66.</p> <p>Patsalides, S. (2004). <i>From the representation to presentation: Study of borders and aims</i>. Athens: Greek Letters.</p>
Assessment	Participation in workshops, microteaching, device of theatrical games, design of a lesson of theatre education/theatrical play, individual/team storytelling performance, midterm written examination
Language	Greek

Course Title	Drama Education				
Course Code	EDUS 326				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year / 6 th semester				
Teacher’s Name	Dr Angela Hadjipanteli				
ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week
Course Objectives	<p>With the completion of the course students will be able:</p> <ul style="list-style-type: none"> To determine the characteristics of drama education as a teaching method. 				

	<ul style="list-style-type: none"> • To interpret the influences of the following pedagogical theories on the formation both of the methodology and the pedagogy of drama education: <ul style="list-style-type: none"> - Progressive pedagogy – Dewey - Development Psychology – Vygotsky and Bruner - Theory of problem posing – Freire • To discern the cognitive, emotional and kinesthetic objectives that can be achieved within the application of drama education. • To analyze the essential components of a teaching practice of drama: focus, roles, dramatic tension, place and time, speech and movement, atmosphere, symbols and meanings. • To exercise their skills of design, organization and implementation of a teaching practice of drama, including: selection of theme, writing of objectives, creation of pre-text, building of episodes, choice of roles and drama conventions both for pupils and teacher. 		
Learning Outcomes	<p>With the completion of the course students will be able:</p> <ol style="list-style-type: none"> 1. To employ the method of drama in teaching of different areas of curriculum. 2. To assess a teaching practice of drama, situating criteria concerning the pupils' language, intellectual, social, ethical and aesthetic-artistic development. 3. To explain aptly the organizational, coordinative and animating role of the teacher during the application of drama. 4. To develop their communication skills, by making effective use both of paralinguistic elements and body language. 5. To design and implement teaching practices of drama with imagination and creativity. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Contemporary tendencies of arts (IDEA, INSEA, ISME) • Definition of drama education • Essential characteristics of drama education as a teaching method • Correlation of drama education with the progressive education, the development psychology and the pedagogy of Freire • Key objectives of drama education: Social, emotional, ethical, aesthetic-artistic 		

	<ul style="list-style-type: none"> • Design and organization of a drama lesson • Theatre techniques and drama conventions • Incorporation of games in a drama lesson • Assessment of a drama lesson • The roles and the presence of the teacher within drama
Teaching Methodology	Lecture, group/dialogical activities, workshops, microteaching, commentary/discussion of video-taped drama lessons, feedback, reading and research of bibliography
Bibliography	<p>Avdi, A., & Xatzigeorgiou, M. (2017). <i>The art of drama education</i>. Athens: Metexmio.</p> <p>Eleni, E., & Triantafillopoulou, K. (2004). <i>Theatre education in pre-primary and primary education</i>. Athens: Pataki.</p> <p>Kontogianni, A. (2008). <i>Black cow – white cow: The art of drama education and interculturalism</i>. Athens: Topos.</p> <p>Karvounari, E. (2016). <i>Drama education as a means of religious education</i>. Pafos.</p> <p>Neelands, J. (2008). The diversity of drama education: Models and purposes (G. Pitouli, Trans.). <i>Education and Theatre</i>, 9, 58-66.</p> <p>Somers, J. (2008). Narration, drama education and the parcel of exploration. <i>Education & Theatre</i> 9, 117-127.</p> <p>Woolland, B. (2019). <i>Η διδασκαλία του δράματος στο δημοτικό σχολείο</i>. Athens: Greek Letters.</p>
Assessment	Participation in workshops and group/dialogical activities, design and implementation of a drama lesson, microteaching, midterm written examination
Language	Greek

Course Title	Sociology of Religion
Course Code	EDUS- 346
Course Type	Elective
Level	Undergraduate

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

	Taoism Confucianism Judaism Christianity Islam The Great Religions of the World: A Review.				
Teaching Methodology	Lectures, Informative Evaluation - discussion - feedback, Written Project/Paper, Final Examination.				
Bibliography	Authors	Title	Publisher	Year	ISBN
	1. Huston Smith	Οι Θρησκείες του Κόσμου	Γκοβόστη	1994	960-270-695-3
	2. Willaime, Jean – Paul, Μετφ. Α. Καραστάθη	Κοινωνιολογία των Θρησκειών, 2 ^η έκδοση	Καρδαμίτσα	2019	960-354-162-1
	3. Huston Smith	The World's Religions	Harper San Francisco	1994	0-06-067440-7
	4. Kaplan, Gregory, Cristaudo, Wayne	Love in the Religions of the World	Cambridge Scholars Publishing	2012	978-1443835626
Assessment	<ul style="list-style-type: none"> • Participation • Written Project/Paper • Final Examination 				
Language	Greek				

Course Title	Experiential approaches to music teaching and learning
Course Code	EDUS 361
Course Type	Elective
Level	Undergraduate
Year / Semester	4 th year , 7 th semester
Teacher's Name	Dr. Natasa Enocomidou Stavrou

ECTS	5	Lectures / week	3-hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> • To introduce student to music education methods and approaches that have affected the teaching of music worldwide • To inform students about the current trends and methodological approaches in the field of music pedagogy and their practical dimensions and applications in school settings. • To adequately prepare student both musically (knowledge and skills) and in terms of teaching methodology to design modules and create / select educational materials for teaching music 				
Learning Outcomes	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Develop his/her musical knowledge and skills in regards to listening, performing and creating music • Read, interpret and create conventional and graphic scores. • Demonstrate understanding of the methods and approaches of Dalcroze, Orff, Kodaly and Gordon and select and adapt material and activities for pre-primary school contexts. • Name and describe current methodological approaches in music teaching Music in kindergarten and primary school • To select the appropriate material, repertoire and methodological approaches and plan activities and modules for teaching musical concepts and skills in kindergarten or primary school 				
Prerequisites	EDUE 261	Required	None		
Course Content	<ul style="list-style-type: none"> • Listening, Performing and Creating Music: theory, practice and teaching applications • Methodological approaches in music teaching and learning contexts: Active learning, cooperative learning, differentiated instruction, interdisciplinary approaches, creative and critical thinking, Informal learning practices, Interculturalism. • Music Curricula for Kindergarten and primary schools- Musical Concepts, Skills, Behaviours, Attitudes. • Educational materials / textbooks for the teaching of music in kindergarten and primary school <ul style="list-style-type: none"> • Lesson planning- Basic Principles, music lesson plans and thematic units • Music education Approaches of Dalcroze, Orff, Kodaly and Gordon • Basic principles and practical applications 				
Teaching Methodology	Lectures, self-analyzing behavior, experiential workshops, individual and group projects, personal, students' presentations, role modeling, training, case studies, audio-visual programs.				
Bibliography	<p>Dogani, Constantina (2012). Music in preschool education: Child-educator relationship. Athens: Gutenberg.</p> <p>Green, L. (2014). Listen and Play! Athens: Fagotto books.</p>				

	<p>Karadimou – Liatsou, P. (2019). Music education on the 21st century. Athens: Nikolaidis Publishing.</p> <p>McGregor, H., Chadwick, S. & Dexter, A. (2007). <i>Music Express: Listening to musical elements 5+: Active Listening Materials to Support a Primary Music Scheme</i>. A & C Black Music</p> <p>Papapanagiotou, X. (2019). Issues in music education. Thessaloniki: E.E.M.E.</p> <p>Stamou, L.N. (2012). An anthropological approach to teaching music. Philosophy and act of Suzuki method. Macedonia: University of Macedonia.</p> <p>Veloso, A., & Carvalho, S. (2012). Music composition as a way of learning: emotions and the situated self. In O. Odena (Ed.), <i>Musical Creativity: Insights from music education research</i>. London: Ashgate.</p>
Assessment	Participation and activities, Assignments, Final exam
Language	Greek

Course Title	European and Intercultural Dimension in Education				
Course Code	EDUS-380				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Christina Hajisoteriou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> understand the notions of the European and intercultural dimension in education; recognise 'Europe' as a multidimensional construct with historical, theoretical, cultural, social and educational credentials; understand that intercultural education is the outcome of multiple interactions at the national and supranational (European) level; 				

	<ul style="list-style-type: none"> • comprehend the ideological and political aspects of interrelated concepts such as diversity, identity and citizenship in the national and supranational (European) spheres; • Get an in-depth insight of the European and intercultural dimensions of education across various levels of analysis (theoretical, political, socio-economic); • Understand the development and implementation of the intercultural and European dimensions in the educational policies of specific national contexts. 		
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • critically analyse the ideological underpinnings of intercultural educational policy at the European level; • explain the meanings of the European dimension in education by the use of European academic and research literature; • Critically describe the ways that the European dimension in education is constructed by formal policy documents of the European Union; • compare and contrast the various mechanisms of Europeanisation of the national policies referring to intercultural education; • compare and contrast the European dimension of education to the intercultural dimension of education; • operate successfully within intercultural educational settings. 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Comprehensive definition of intercultural education. 2. Comprehensive definition of the European dimension of education. 3. Critical examination of the intersections between the European dimension of education and intercultural education. 4. The meanings of European identity and European citizenship. 5. The intersection of European citizenship education and intercultural education. 6. Human rights and human-rights education in Europe. 7. The role of the European Union and the Council of Europe in the development of intercultural education in Europe. 8. European programmes and projects of intercultural education. 9. Europeanising national intercultural policies: mechanisms of influence. 10. The European and intercultural dimensions in education in various national contexts: A comparison. 11. The development and implementation of school policies which promote the European and intercultural dimensions in education. 12. The development and implementation of classroom practices which promote the European and intercultural dimensions in education. 		

Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.
Bibliography	<p>Required:</p> <p>Χατζησωτηρίου, Χ. & Αγγελίδης, Π. (2018). <i>Ευρωπαϊσμός και Διαπολιτισμική Εκπαίδευση: Από το Υπερεθνικό στο Σχολικό Επίπεδο</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p>Suggested:</p> <p>In English:</p> <p>Aman, R. (2018). <i>Decolonising Intercultural Education: Colonial differences, the geopolitics of knowledge, and inter-epistemic dialogue</i>. London: Routledge.</p> <p>Catarci, M. & Fiorucci, M. (2016). <i>Intercultural Education in the European Context. Theories, Experiences, Challenges</i>. London: Routledge.</p> <p>Palaiologou, N. & Dietz, G. (2012). <i>Mapping the Broad Field of Multicultural and Intercultural Education Worldwide: Towards the Development of a New Citizen</i>. Newcastle: Cambridge Scholars Publishing.</p> <p>Veugelers, W. (2019). <i>Education for Democratic Intercultural Citizenship</i>. Leiden: Brill/Sense.</p> <p>In Greek:</p> <p>Γκόβαρης, Χ. (2011). <i>Εισαγωγή στη Διαπολιτισμική Εκπαίδευση</i>. Ζεφύρι: Εκδόσεις Διάδραση.</p> <p>Παρθένης, Χ. (2020). <i>Πολιτική και πρακτική της διαπολιτισμικής εκπαίδευσης: Η αναγκαιότητα νέων παιδαγωγικών και θεσμικών προσεγγίσεων στις σύγχρονες πολυπολιτισμικές κοινωνίες</i>. Αθήνα: Εκδόσεις Gutenberg.</p> <p>Χατζησωτηρίου, Χ. & Ξενοφώντος, Κ. (2014). <i>Διαπολιτισμική Εκπαίδευση: Προκλήσεις, Παιδαγωγικές Θεωρήσεις και Εισηγήσεις</i>. Καβάλα: Εκδόσεις Σαΐτα.</p>
Assessment	individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Bilingualism and Bilingual Education
Course Code	EDUS-381
Course Type	Elective
Level	Undergraduate

Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Christina Hajisoteriou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • understand the notions of bilingualism, emergent bilingual student, and bilingual education; • examine the fundamental issues related to bilingualism and bilingual education in the contemporary multicultural societies; • develop an understanding of new educational policies and practices for bilingual education. • understand the necessity and practicality of bilingual education and its socio-political and intercultural applications in our modern world. • 				
Learning Outcomes	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • discuss the historical antecedents of bilingual education; • explain first and second language acquisition theories; • critically examine and evaluate different models of bilingual education; • develop and deploy assessments to examine language proficiency; • discuss the necessity for the development of a 'shared' political culture for language instruction across various European educational systems. • describe the socio-political context of language minority education. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Bilingualism: definitions, and limitations. • Languages in our contemporary society. • Bilingualism, cognition and thinking. • Cognitive theories on bilingualism. • Sociolinguistic theories on bilingualism. • Introduction to bilingual education. • The pedagogy and practices of bilingual education: Models of bilingual education. • Bilingualism and intercultural education: The emergent bilingual student. • Second-language acquisition. • Speech disturbances and multilingualism. • The history of language minorities. • The socio-historical context of language minority education. 				
Teaching Methodology	Lectures, discussions, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, presentations, projects.				
Bibliography	<p>Required:</p> <p>Τσοκαλίδου, Π. (2017). <i>Πέρα από τη διγλωσσία στη διαγλωσσικότητα</i>. Αθήνα: Εκδόσεις Gutenberg.</p>				

	<p><u>Suggested:</u></p> <p><i>In English:</i></p> <p>Baker, C. & Wayne, E. W. (2017). <i>Foundations of Bilingual Education and Bilingualism. 6th Edition</i>. Bristol: Multilingual Matters.</p> <p>Bernstein, K. A. (2020). <i>(Re)defining Success in Language Learning: Positioning, Participation and Young Emergent Bilinguals at School</i>. Bristol: Multilingual Matters.</p> <p>Cummins, J. & Hornberger, N. (2010). <i>Bilingual Education. Encyclopedia of Language and Education. Volume 5</i>. New York: Springer International Publishing.</p> <p>García, O., Lin, A. & May, S. (2017). <i>Bilingual and Multilingual Education. 3^d Edition</i>. New York: Springer International Publishing.</p> <p><i>In Greek:</i></p> <p>Μπέλα, Σ. (2018). <i>Η δεύτερη γλώσσα. Κατάκτηση και διδασκαλία (αναθεωρημένη έκδοση)</i>. Αθήνα: Εκδόσεις Πατάκη.</p> <p>Σελλά-Μάζη, (2016). <i>Διγλωσσία, εθνική ταυτότητα και μειονοτικές γλώσσες</i>. Αθήνα: Εκδόσεις Λειμών.</p> <p>Τσοκαλίδου, Ρ. (2012). <i>Χώρος για Δύο. Διγλωσσία και Εκπαίδευση</i>. Θεσσαλονίκη: Ζυγός.</p>
Assessment	individual research, collaborative essays, presentations, participation, final exam.
Language	Greek

Course Title	Comparative Education				
Course Code	EDUS-401				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year, 5 th semester				
Teacher's Name	Dr. Hadjisoteriou Christina				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0

Course Purpose and Objectives	<p>The students are expected to:</p> <ul style="list-style-type: none"> • Analyze some basic issues with regards to the field of Comparative Education. • Become acquainted with important people in the field of Comparative Education and understand some important educational systems along with systems for educating teachers in European countries. • Examine the educational systems of countries outside Europe in a comparative context. • Focus on primary education and the education of teachers in countries such as England, France, Germany, Sweden, Finland etc. • Discuss the main problems that the field of education faces nowadays in Europe and in other places of over the world. 		
Learning Outcomes	<p>The students are expected to:</p> <ul style="list-style-type: none"> • recognize basic methodological issues pertaining to Comparative Education, its schools of thought and their representatives; • analyze representative texts of Comparative Education and identify their relation with the contemporary developments; • become acquainted with modern European education systems and teacher education systems; • understand basic trends and concerns in Comparative Education so as to reflect on the wider debate on education and educational policies. 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Introduction: Presentation of the course / basic concepts. • Methodology of Comparative Education (methods, goals). • Important people / Schools of Comparative Education. • Sadler, Kandel, Hans. • Holmes, Kazamias, Jullien, Khooi. • Applications in Comparative Education: educational systems, teacher education. • The English system of teacher education. • The Swedish and Finnish system of teacher education. • Comparative research on teacher education in Europe. • Social representations of European teachers in primary education in comparison to their profession. • International Comparative Assessments / OECD (e.g. PISA 2012) • Contemporary issues and trends in Comparative Education. 		
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, discussions, student presentations.		
Bibliography	<p><u>In English:</u></p> <p>Arnove, R. F., Torres, C. A. & Franz, S. (2013). <i>Comparative Education. The dialectic of the Global and the Local. Fourth Edition.</i> UK: Rowman & Littlefield Publishers, Inc.</p>		

	<p>Bray, M., Adamson, B. & Mason, M. (2014). <i>Comparative Education Research: Approaches and Methods. Second Edition.</i> Switzerland: Springer International Publishing.</p> <p><u>In Greek:</u></p> <p>Kazamias, A. (2018). <i>Περί Συγκριτικής Παιδαγωγικής ή Προς έναν Προμηθεϊκό Ουμανισμό στη Νέα Κοσμοπολη</i>, 2^η έκδοση. Αθήνα: Ατραπός.</p> <p>Πασιάς, Γ. (2015). <i>Συγκριτική Εκπαίδευση. Λόγοι και Τόποι.</i> Αθήνα: Εκδόσεις Γρηγόρη.</p>
Assessment	individual research, collaborative work, presentations, participation.
Language	Greek

Course Title	Curriculum and School textbooks				
Course Code	EDUS-404				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / Spring or Fall				
Teacher's Name	Dr Ioannis Salvaras				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ol style="list-style-type: none"> 1. Define curriculum and textbooks 2. Explain the relations between curricula and textbooks 3. Explain the process of curriculum design and reform. 4. Textbooks and teaching 5. Identify the functions of textbooks 				
Learning Outcomes	<p>With the completion of the course, students will:</p> <ol style="list-style-type: none"> 1. Define curriculum and textbooks 2. Refer the types of curriculum and functions of textbooks 3. Explain the process of curriculum design and reform by referring to the structural elements of curriculum. 4. Review reforms of curriculum and textbooks 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> ▪ Definitions of the curriculum and textbooks. The relation between them. 				

	<ul style="list-style-type: none"> ▪ Analysing curriculum design. Types of curriculum. Elements of the curriculum. ▪ Curricular aims and objectives ▪ Content of curriculum ▪ Teaching the curriculum ▪ Curriculum evaluation ▪ Textbooks and teaching ▪ Textbooks functions ▪ Textbooks and curriculum reform ▪ Overview of textbooks and curriculum 								
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations								
Bibliography	<p>Apple, M. (2019). <i>Ιδεολογία και Αναλυτικά Προγράμματα</i>. Αθήνα: Επίκεντρο.</p> <p>- Oosterhof, A. (2009): <i>Developing and using classroom Assessments</i>, (4th edition) Published by Pearson Education, Inc, publishing as Merrill.</p> <p>- MacBeath, J., Schratz, M., Meuret, D., Jakobsen, L. (2005) <i>Self-evaluation in European Schools. A Story of Change</i>, Routledge Falmer</p>								
Assessment	<table border="1"> <tr> <td>Participation (discussion, collaborative work, taking notes),</td> <td>10%</td> </tr> <tr> <td>Presentation</td> <td>10%</td> </tr> <tr> <td>Mid-term exam (analyzing curriculum design and textbooks writing)</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>60%</td> </tr> </table>	Participation (discussion, collaborative work, taking notes),	10%	Presentation	10%	Mid-term exam (analyzing curriculum design and textbooks writing)	20%	Final exam	60%
Participation (discussion, collaborative work, taking notes),	10%								
Presentation	10%								
Mid-term exam (analyzing curriculum design and textbooks writing)	20%								
Final exam	60%								
Language	Greek								

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

	<ul style="list-style-type: none"> • Item analysis • Reliability and validity of test results
Teaching Methodology	Lectures, discussion, individual and group work guidance, case study analysis of tests and test items
Bibliography	<p>* Παπαναστασίου, Κ. (2017). Μέτρηση και αξιολόγηση στην εκπαίδευση. Λευκωσία.</p> <p>Downing, S.M., & Haladayna, T.M. (2016). <i>Handbook of test development (2nd. Ed.)</i>. Mahwah, NJ: Laurence Erlbaum Associates.</p> <p>Reynolds, C.R., Livingston, R.B., & Wilson, V. (2009). <i>Measurement and assessment in education (2nd ed.)</i>. Boston, MA: Pearson.</p> <p>* Required bibliography</p>
Assessment	Formative feedback and assessment, individual work, examinations
Language	Greek

Course Title	Learning Disabilities and Emotional and Behavioral Problems				
Course Code	EDUS-407				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year, 8 th semester				
Teacher's Name	Dr. Lefki Kourea				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Objectives	<p>The course objectives focus on:</p> <ul style="list-style-type: none"> • Defining key terms: learning disabilities, emotional and behavioral disorders • Describing the main learning characteristics of each disability category (academic, socio-emotional, behavioral, cognitive) • Discussing main trends involved around response to intervention and school-wide positive behavioral supports • Suggest evidence-based practices to support students with disabilities in general education settings 				

Learning Outcomes	<p>Upon completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Identifying the main characteristics of students with learning disabilities and socio-emotional problems • Suggest ways to include successfully students with disabilities in general education settings • Create a positive classroom climate for including students with disabilities. 		
Prerequisites	EDUS - 207	Required	None
Course Content	<p>Learning difficulties</p> <ul style="list-style-type: none"> • The nature, the reasons, the theoretical issues and the diagnosis of learning difficulties in children and adolescents. The role of the class teacher, the parents and the supportive group of experts in the diagnostic procedure... • Ways of improving speaking and hearing skills of children and adolescents with learning disabilities. • Reading, writing and spelling Difficulties • Difficulties in mathematics • Strategies for facing learning difficulties in the classroom • The use of new technology in facing learning difficulties • The relationship between learning difficulties and behavior problems <p>Behavior problems</p> <ul style="list-style-type: none"> • The nature, the reasons, the theoretical issues, the diagnosis and the types of behavior problems in children and adolescents. The role of the class teacher, the parents and the supportive group of experts in the diagnostic procedure. • Theoretical considerations of the behavior problems <ul style="list-style-type: none"> - The behavioral approach - The cognitive approach - The psychodynamic approach - The biophysical approach - The ecosystem approach - A multi-tiered systems of support (response to intervention, schoolwide positive behavior supports) • Inclusive education and learning disabilities-behavior problems in children and adolescents in the ordinary school 		
Teaching Methodology	Video, case studies, lectures, webinars, modules, guided notes		
Bibliography	<u>Ελληνόγλωσση</u>		

	<p>Παντελιάδου, Σ. (2011). <i>Μαθησιακές δυσκολίες και η Εκπαιδευτική Πράξη: Τι και Γιατί</i>. Πεδίο</p> <p>Στασινός, Δ. (2020). <i>Η Ειδική Συμπεριληπτική Εκπαίδευση 2027</i>. Παπαζήσης.</p> <p><u>Αγγλόγλωσση</u></p> <p>Gueldner, B. A., Feuerborn, L.L., & Merrell, K. W. (2020). <i>Social and Emotional Learning in the Classroom (2nd ed.): Promoting Mental Health and Academic Success</i>. The Guildford Press.</p> <p>Kauffman, J., Hallahan, D., P., & Cullen-Pullen, P. (2017). <i>Handbook of Special Education</i>. New York: Routledge.</p> <p>Kurth, J.A., & Gross, M. (2015). <i>The Inclusion Toolbox: Strategies and Techniques for All Teachers</i>. Thousand Oaks: Corwin.</p> <p>McLeskey, J., Maheady, L. Billingsley, B., Brownell, M. Lewis, T. (2018). <i>High-leverage practices for inclusive classrooms</i>. New York: Routledge</p> <p>Sailor, W., Dunlap, G, Sugai, G., & Horner, R., (Ed.). (2011). <i>Handbook of Positive Behavior Support</i>. Springer.</p> <p>Scott, T.M. (2017). <i>Teaching Behavior: Managing Classrooms Through Effective Instruction</i>. Corwin.</p> <p>Simonsen, B., & Myers, D. (2015). <i>Classwide Positive Behavior Interventions and Supports: A guide to proactive classroom management</i>. Guildford.</p>
Assessment	Final exam, weekly assignments, guided notes
Language	Greek

Course Title	Creative Approaches to Teaching Literature				
Course Code	EDUS 423				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year/ 7 th or 8 th semester				
Teacher's Name	Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hours per week	Laboratories / week	

Course Purpose and Objectives	Based on the New Curricula of Cyprus's Pedagogical Institute, this course attempts to provide students with tools and skills to promote creative teaching of literary texts, both at pre-primary and primary school. Reception theories, theories of genres and thematics will be used to approach literary texts. Interdisciplinarity, creative writing and parallel reading of texts will be adopted as some of the suggested methods to unlock literary works. They will be given suggestions on how to assess the lesson of literature.		
Learning Outcomes	<p>With the completion of the course, students should:</p> <ul style="list-style-type: none"> • interpret and effectively use the New Analytical Programs • discuss and employ reception theories, theories of genres and thematics in order to understand and teach the text • Use the methods of parallel reading and juxtaposing of texts as some essential approaches to teaching literature • apply creative writing as a teaching tool <p>combine various disciplines in the lesson of literature in order to create the critically literate man</p> <ul style="list-style-type: none"> • appraise the values of literature as universal and eternal • understand that the rules of the literary game primarily lead to aesthetic enjoyment • Asses the lesson of literature using appropriate feedback 		
Prerequisites	EDUE 320	Required	None
Course Content	<ol style="list-style-type: none"> 1. Presentation of the content of primary school literary textbooks. 2. Demonstration of literary production for children and young people beyond textbooks. 3. Presentation of the Analytical Programs of Literature in Pre-Primary and Primary Education 4. Discussion of certain theories of literature 5. The role of the theory of literary genres in the analysis and teaching of a literary text 6. Creative writing 7. Interdisciplinary Approach 8. Assessment of the lesson of literature 9. Course Rating of literature 		
Teaching Methodology	Lectures, Individual and teamwork, Personalized-structured study, student presentations		
Bibliography	<p>-Terry Eagleton, <i>How to read Literature</i>, New Haven: Yale University Press, 2014.</p> <p>-Thomas C. Foster, <i>How to Read Literature like a Professor. A Lively and Entertaining Guide to Reading Between the Lines</i>, New York: Harper Perennial, 2014.</p> <p>Jocelyn A. Chadwick and John E. Grasse, <i>Teaching Literature in the context of Literacy Instruction</i>, Cambridge Scholars, 2015.</p>		

	Rodosthenous-Balafa et al. (2021). Creative ways to approach the theme of cultural diversity in wordless picturebooks through visual reading and thinking. Springer Nature.
Assessment	Individual assignment, Mid-term exam, participation, final examination.
Language	Greek

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

Course Content	<ol style="list-style-type: none"> 1. Reconstructing art education. 2. Visual culture – characteristics of a visual culture approach in art education. 3. Image as knowledge. 4. Dialogue through art. 5. The “glance” at school. 6. Technology in art education. 7. Limits in art teachers’ interventions. 8. Project work in art education.
Teaching Methodology	Lectures, individual and group work, student presentations, discussion forums
Bibliography	<p>Σάλλα, Τ. (2021). <i>Σύγχρονες προσεγγίσεις στη διδακτική της τέχνης</i>, 2^η έκδοση. Αθήνα: Νήσος. ISBN: 978-960-9535-10-6</p> <p>Barrett, T. M. (2003). <i>Interpreting art: reflecting, wondering, and responding</i>. New York, NY: McGraw Hill. ISBN: 0-7674-1648-1</p> <p>Barrett, T. M. (2000). <i>Criticizing art: understanding the contemporary</i>. Mountain View, CA: Mayfield. ISBN-10: 076741165X ISBN-13: 978-0767411653</p>
Assessment	Individual and group research, mid-term project, final exam.
Language	Greek

Course Title	Dance Practicum				
Course Code	EDUS 465				
Course Type	Optional				
Level	Undergraduate				
Year / Semester	4 th year, Fall or Spring Semester				
Teacher’s Name	Christina Patsalidou				
ECTS	5	Lectures / week	1 ½	Laboratories / week	1 ½
Course Purpose and Objectives	<p>This course offers students the opportunity to practice teaching dance under the supervision of a qualified instructor in an academic environment. Connections between theory and practice and the discrepancies will be addressed. Practical experience in the classroom will offer the necessary basis for teaching young children with effectiveness and sensitivity on a professional level.</p>				
Learning Outcomes	<p>After the completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> • Create age and level appropriate creative movement and dance activities, administer and reflect upon them. • Create creative movement and dance activities in correlation to dance standards 				

	<ul style="list-style-type: none"> • Experiment and develop appropriate warm up and cool down activities • Practice teaching creative movement in a supervised environment to pre primary and/or primary students • Assess and adjust the challenges they encounter in teaching through in-class dialogues and revisions of their lessons. 		
Prerequisites	EDUE 163 EDUE 397	Required	-
Course Content	<ol style="list-style-type: none"> 1. Creation of tasks, exercises and combinations using the USA anchor standards 2. Warm up and cool down 3. Observation of dance classes 4. Student assessment and evaluation methods 5. Student teaching, self-assessment and reflection 		
Teaching Methodology	In class activities and discussions, individual and group projects, observation of dance classes, workshops exploring movement through free and guided improvisation, student teaching		
Bibliography	<p>Kaufmann, K. Dehline, J. (2019) <i>Dance Integration: 36 Dance Lesson Plans for Science and Mathematics</i>. Human Kinetics</p> <p>Carline, S. (2011) <i>Lesson Plans for Creative Dance: connecting with Literature, Arts, and Music</i>. Human Kinetics</p> <p>Reeve, J. (2011) <i>Dance Improvisations</i>. Human Kinetics</p> <p>National Coalition for Core Arts Standards. (2014) <i>National Core Arts Standards in Dance</i></p>		
Assessment	In-class Participation, Creation of creative movement / dance activities, , Student Teaching, Self evaluation, Feedback Observation Paper		
Language	Greek		

Course Title	Thesis
Course Code	EDUS-499
Course Type	Elective
Level	Undergraduate
Year / Semester	4 th year /
Teacher's Name	Dr. Papanastasiou,Elena / Dr. Petrou Alexis

ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<ul style="list-style-type: none"> • To critically examine in depth a specific research topic of interest • To expand their skills on the research process • To apply the scientific method to complete a research study in order to solve a research problem 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> • Comprehend, analyze, and evaluate research articles. • Write a literature review • Develop research questions and design a proposal for a small scale research study in order to solve a research problem in education • Study in depth a specific topic of interest • Familiarize themselves and engage in the research process • Write-up and present a research study • Develop their communication and presentation skills 				
Prerequisites	EDUS 204	Required			
Course Content	<p>28. Purpose of the study, research questions and hypotheses 29. Variables 30. Literature review and APA 31. Research methodology 32. Data collection and analysis 33. Write-up and presentation of a research project</p>				
Teaching Methodology	Lectures, individual work, individual feedback, literature reviews				
Bibliography	<p>Fraenkel, J. R., & Wallen, N. E. (2014). <i>How to Design and Evaluate Research in Education</i> (9th ed.). New York. McGraw-Hill Companies.</p> <p>Papanastasiou, E. C., & Papanastasiou, E. C. (2016). <i>Methodologia Ekpedeft Erevnas</i> [Methodology of Educational Research] (3rd ed.). Nicosia. (pp 393).</p>				
Assessment	Assessment of research project in collaboration with selected faculty member. The final project is presented to the evaluation committee. The committee includes the responsible faculty member plus two other faculty members from the Department.				
Language	Greek				

Course Title	Basic Mathematical Concepts in Elementary School				
Course Code	EDUE 131				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Datsogianni Anastasia				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/ week
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Develop a concrete body of subject knowledge regarding different areas of mathematics, which are included in the elementary mathematics curriculum. • Develop conceptual understanding of concepts, procedures, and strategies. • Represent mathematical concepts with various forms of representations (i.e. symbolic, verbal, pictorial, with objects). • Develop positive attitudes towards mathematics. 				
Learning Outcomes	<p>Upon completion of this module, students should have developed deep conceptual understanding of mathematical concepts and procedures of elementary school mathematics. They will analyze mathematical concepts in depth, while at the same time they will be able combine various concepts in order to evaluate mathematical tasks and to create tasks for elementary school children.</p>				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Learning and teaching mathematics with conceptual understanding • Numbers, number systems, place value • Addition and subtraction • Multiplication and division • Basic principles of arithmetics • Fractions • Decimal numbers and percentages • From arithmetics to algebra – Patterns • Measurement • Shapes and space • Data handling and statistics 				
Teaching Methodology	Lectures, individual and group work				
Bibliography	<ul style="list-style-type: none"> • Lecturer's notes 				

	<ul style="list-style-type: none"> • Τριανταφυλλίδης, Τ. & Σδρόλιας, Κ. Α. (2019). <i>Βασικές μαθηματικές έννοιες για τον εκπαιδευτικό της πρωτοβάθμιας εκπαίδευσης</i>. Αθήνα: Τυπωθήτω. • Barmby, P., Bilsborough, L., Harries, T., & Higgins, S. (2009). <i>Primary Mathematics. Teaching for Understanding</i>. London: Open University Press. • Haylock, D. & Cockburn, A. (2008). <i>Understanding Mathematics for Young Children</i>. London: SAGE. • Suggate, J., Davis, A., & Goulding, M. (2006). <i>Mathematical knowledge for primary teachers</i>. Oxford: David Fulton Publishers.
Assessment	<ul style="list-style-type: none"> • Active participation in class • Individual project • Midterm exam • Final exam
Language	Greek

Course Title	Current Issues in Mathematics				
Course Code	EDUE 132				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd Year / 4 th semester				
Teacher's Name	Dr. Datsogianni Anastasia				
ECTS	5	Lectures / week	2.5 hour lecture/ week	Laboratories / week	0.5 hour lab/week
Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Learn basic concepts of propositional logic • Deepen their knowledge regarding topics from modern mathematics and how to teach them 				
Learning Outcomes	<p>Upon completion of this module, students should be familiar with basic concepts of</p> <ul style="list-style-type: none"> • algebra of sets and algebraic sentences • statistics and probability • non-Euclidian geometry • graph theory and linear programming 				
Prerequisites	None	Required	None		

Course Content	<ul style="list-style-type: none"> • Calculus and applications • Non-Euclidean geometry • Mathematical logic • Boolean algebra and logic circuits • Graph theory and linear programming • Statistics and probability •
Teaching Methodology	Lectures, individual and group work
Bibliography	<ul style="list-style-type: none"> • Φιλίππου, Γ. (2003). <i>Εισαγωγή στις βάσεις και στις βασικές έννοιες των μαθηματικών</i>. Αθήνα: Ατραπός • Lemonides, C. (2020). <i>Arithmetics and Number Theory for the Elementary School Teacher, 2nd edition</i>. Athens: Patakis.
Assessment	<ul style="list-style-type: none"> • Active participation in class • Individual assignment • Final exam
Language	Greek

Course Title	Designing Experiments in Elementary School				
Course Code	EDUE 140				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	2 nd year / 4 th Semester				
Teacher's Name	Dr. Hadjiachilleos Stella				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Be able to design long term investigations to study scientific concepts that are appropriate for elementary school students. • Explain their views about the nature of science in regards to the methods and the characteristics of scientists. • Describe the interaction of Science with Society and Technology. • Understand the concepts of scientific and technological literacy. • Present the outcomes of their scientific investigations in the form of a scientific document (use of evidence, use of diagrams and tables to present their evidence, explanation of findings). • Familiarize with an array of natural phenomena and will develop an understanding and an appreciation of the natural world and how it 				

	<p>functions.</p> <ul style="list-style-type: none"> • Design scientific investigations to study natural phenomena, with an emphasis on the collection of authentic data. • Apply the experiments they design in a context that is appropriate for elementary school students. • Participate in a science fair with elementary school students to present the outcomes of a long term investigation along with a teaching activity. 		
Learning Outcomes	<p>With the completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Apply the scientific method in new scientific constructs. • Design experiments that can help them explain a natural phenomenon. • Analyze the data from their investigations and explain the natural phenomenon under study. • Compare their own experiments with those of the others and discuss the differences. • Demonstrate their understanding of the scientific methodology. • Design a long-term investigation with a younger child and collaboratively participate in a science fair. 		
Prerequisites	None	Required	None
Course Content	<p>34. The role and characteristics of science and the scientific method. 35. Familiarize with control of variables and designing fair experiments 36. Examine the ideas students have when designing experiments and teaching approaches to support them. 37. Scientific investigations for elementary school</p> <ol style="list-style-type: none"> Breath and heart rate relationship How machines work Volcanic eruptions Designing cameras How to make antibacterial hand gel with simple materials 		
Teaching Methodology	<ul style="list-style-type: none"> • Design scientific experiments • Group work • Investigations • Presentations by students 		
Bibliography	<p><u>Required</u></p> <p>Ερευνητική Ομάδα Μάθησης στις Φυσικές και Περιβαλλοντικές Επιστήμες. (2010). <i>Το πανηγύρι της Επιστήμης ως μέσο καλλιέργειας δεξιοτήτων διερεύνησης</i>. Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού Κύπρου.</p> <p>Χαλκιά, Κ. (2021). <i>Διδάσκοντας Φυσικές Επιστήμες: Θεωρητικά ζητήματα, προβληματισμοί, προτάσεις, 2^η έκδοση</i>. Τόμος Α. Αθήνα: Πατάκης.</p> <p><u>Additional</u></p> <p>Achieve. (2012). <i>The Next Generation Science Standards</i>. Retrieved from: http://www.nextgenscience.org/</p>		

	<p>Evagorou, M. & Puig, B. (2017). Engaging Elementary School Pre-service Teachers in Modeling a Socioscientific Issue as a Way to Help Them Appreciate the Social Aspects of Science. <i>International Journal of Education in Mathematics, Science and Technology</i>. DOI: http://dx.doi.org/10.18404/ijemst.99074</p> <p>Driver R., Squires A., Rushworth P., Wood-Robinson V. (1999): Οικοδομώντας τις έννοιες των Φυσικών Επιστημών- Μια Παγκόσμια σύνοψη των ιδεών των μαθητών (επιμέλεια Π. Κόκκοτας, μετάφραση Μ. Χατζή), εκδ.Τυπωθήτω, Αθήνα.</p> <p>Κόκκοτας Π. (Επιμ.) (2000) <i>Διδακτικές προσεγγίσεις στις φυσικές επιστήμες- Σύγχρονοι προβληματισμοί</i>. Αθήνα: Εκδόσεις Τυπωθήτω.</p>
Assessment	<ul style="list-style-type: none"> • Assignment • presentation • Science Fair
Language	Greek

Course Title	Environment and Living Organisms				
Course Code	EDUE 141				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Hadjiachilleos Stella				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Understand the basic concepts of ecology that will enable them to explore how living organisms live, and the interaction and inter-relationships that exist in our natural world. • Develop an understanding of the main characteristics and functions of the human. • Be able to recognize plants and animals that are unique in Cyprus. 				

	<ul style="list-style-type: none"> • Apply their knowledge by designing a number of activities to • Use the technology to strengthen their knowledge and teaching skills in regards to the environment and the living organisms. • Develop an appreciation of their environment and perceive that as a system with actions and reactions that can affect either parts of the system or the whole. 		
Learning Outcomes	<p>With the completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the characteristics of living organisms, their behaviours and their interactions with the environment. 2. Apply their knowledge on living organisms when conducting field studies, and compare the different conditions that exist, and how these can affect the living organisms, or the types of the living organisms in a specific field. 3. Demonstrate an understanding of the environment as a system, and explain how changes in one part of the environment can have an effect on different aspects of the system. 4. Explain a number of human systems, how they work and their inter-relationship. 5. Predict changes to an environmental system when a new living organism is introduced, or when it is removed from the system. 6. Prepare teaching activities to teach aspects of the human and environmental systems. 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Living organisms, their behavior and interactions and inter-relationships with the environment, Local abiotic conditions. 2. The environment as a system 3. Human body and the body as a system 4. Animals and plants of Cyprus 5. Environmental issues that are examined through the school curricula (e.g. pollution, different types of energy, city development) 		
Teaching Methodology	Lectures, group work, assignments, discussion.		
Bibliography	<p><u>Required</u></p> <ul style="list-style-type: none"> • Ευαγόρου, Μ. & Αβρααμίδου Λ. (2012) <i>Θεωρητικές και Μεθοδολογικές Προσεγγίσεις στη Διδακτική των Φυσικών Επιστημών</i>. Αθήνα: Διάδραση. • Κάτζη, Χ. και Ζαχαρίου, Α. (2021). (Επιμ.). Η Εκπαίδευση για το Περιβάλλον και την Αειφόρο Ανάπτυξη ως παιδαγωγικό πλαίσιο στη Δημοτική και Προδημοτική Εκπαίδευση: Εγχειρίδιο για Εκπαιδευτικούς, 2^η έκδοση. Λευκωσία: Frederick Research Center. Διαθέσιμο στο: http://www.moec.gov.cy/dkpe/chrisimo_yliko/chrisimo_yliko_vivlio.pdf <p><u>Additional:</u></p> <ul style="list-style-type: none"> • Leslie, C. & Roth, C. (2005). <i>Keeping a Nature Journal: Discover a whole new way of seeing the world around you</i>. Storey Publishing • Τεύχος Περιοδικού Σχολής Γονέων για την Εκπαίδευση για την Αειφόρο Ανάπτυξη. Διαθέσιμο στο: http://www.moec.gov.cy/dkpe/chrisimo_yliko/chrisimo_yliko_oikogeneia_scholeio_tefchos.pdf • Ονουφρίου, Κ. (2014). Εγχειρίδιο καλλιεργητικών τεχνικών για τη δημιουργία βιολογικού αστικού λαχανόκηπου. Λευκωσία: Γραφείο 		

	Επιτρόπου Περιβάλλοντος- Παιδαγωγικό Ινστιτούτο Κύπρου. Διαθέσιμο στο: http://www.moec.gov.cy/dkpe/chrisimo_yliko/chrisimo_yliko_lachanokipos.pdf
Assessment	<ul style="list-style-type: none"> • Assignment • Participation, • Final Exam
Language	Greek

Course Title	Environmental Issues at the Elementary School				
Course Code	EDUE 142				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr Stella Hadjiachilleos				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Understand ecological concepts (biotic and abiotic, pollution, flora and fauna) • Familiarize with various ecological processes (e.g. water cycle, carbon cycle) • Understand the basic functions and interactions of plants (e.g. photosynthesis) • Familiarize with various environmental issues and understand how human activity can affect the ecosystem and propose solutions. • Explore issues pertaining to sustainable development. • Know the importance of Environmental Education, Sustainable Development and Science-Technology-Science movements and explore ways to approach environmental issues as primary school teachers. • Examine critically educative materials related to environmental and sustainable development. 				
Learning Outcomes	<p>With the completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the characteristics of ecosystems and the interactions. • Identify and explain various ecological issues and realise the responsibility of humans in sustaining the environment. 				

	<ul style="list-style-type: none"> • Explain the environmental education movement and understand environmental issue systemically. • Use various resources and pedagogical strategies to prepare teaching activities to promote environmental education values. • Critically evaluate research material relevant to environmental education • Synthesise information from various resources to explain environmental education goals. 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. Ecological concepts and environmental education terms (e.g. forest, marine ecosystem, the backyard as an ecosystem, new trends in teaching environmental education) 2. Holistic and systemic view of ecological issues 3. Sustainable development movement 4. Human interventions and the environment 5. Characteristics and functions of plants 6. Access to resources (e.g. energy) and impact for human 		
Teaching Methodology	lectures, group work, student assignments		
Bibliography	<p>Required</p> <ul style="list-style-type: none"> • Σημειώσεις μαθήματος και επιλεγμένα αναγνώσματα • Δημητρίου, Α. (2019). <i>Περιβαλλοντική Εκπαίδευση: Περιβάλλον, Αειφορία, 2^η έκδοση</i>. Αθήνα: Επίκεντρο. • ΥΠΠ (2012). Οδηγός Εφαρμογής Προγράμματος Σπουδών Περιβαλλοντικής Εκπαίδευσης - Εκπαίδευσης για την Αειφόρο Ανάπτυξη. Διαθέσιμο στο: http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/epid_iokomena_apotelesmata/odigos_efarmogis_programmatos_spoudon_perivallontikis_ekpaidefsis.pdf <p>Additional:</p> <ul style="list-style-type: none"> • Affolter, C. & Reti, M. (Eds.) (2014). <i>Travelling guide: Practitioners guide to school and community collaboration for Sustainable Development</i>. Vienna: Ensi i.n.p.a. Available at: http://www.moec.gov.cy/dkpe/chrisimo_yliko/2014_ekdoseis/codes_travelling_guide.pdf • Παρασκευόπουλος, Σ. (2010). <i>Περιβαλλοντικός εγγραμματισμός- Τυπική και άτυπη περιβαλλοντική εκπαίδευση</i>. Αθήνα: Δίσιγμα. • Leslie, C. & Roth, C. (2005). <i>Keeping a Nature Journal: Discover a whole new way of seeing the world around you</i>. Storey Publishing. 		
Assessment	<ul style="list-style-type: none"> • Assignment • Participation • Final Exam 		
Language	Greek		

Course Title	Art in Elementary School				
Course Code	EDUE 150				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Pitri Eliza				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Study the importance of the visual arts in growth and development. • Investigate and apply the potentials of various visual arts media and materials in primary education. • Identify the visual elements and principles of design in works of art, and describe and interpret them in writing and orally using the correct terminology. • Be introduced to the methodology of teaching art through studying contemporary theories of visual arts education in elementary school. 				
Learning Outcomes	<p>For the student to be able to:</p> <ul style="list-style-type: none"> • Organize art activities for children that contribute to their cognitive, psychological and physical development. • Use contemporary methods and strategies for approaching artworks for planning developmentally appropriate activities for children in primary school. • Choose artworks and organize related visual art activities for situated learning in the primary school and in other learning contexts. 				
Prerequisites	none	Required	none		
Course Content	<p>38. Aims and goals of art in elementary school (Aesthetics, Art History, Creation).</p> <p>39. Describing art works (aesthetics, content, structure, elements and principles of design).</p> <p>40. Interpreting art works and approaching art in elementary school.</p> <p>41. Characteristics and assessment of elementary children's art work.</p> <p>42. Creative problem solving and artmaking.</p> <p>43. Museum education.</p> <p>44. Sketching and drawing one-point perspective.</p> <p>45. Painting methods and media – watercolor painting.</p> <p>46. Architectural elements in 2d and relief artmaking.</p> <p>47. 3D artmaking in elementary school.</p>				

Teaching Methodology	Lectures, individual and group work, studio work, student presentations
Bibliography	<p>Κουρτέλλας, Α., Κυριάκου, Κ. Α., Στεφάνου, Κ. (2002). <i>Για την Τέχνη. Βιβλίο για το δάσκαλο</i>. Λευκωσία: ΥΠ. Παιδείας και Πολιτισμού. ISBN: 9963-0-1240</p> <p>Schirrmacher, R. (2019). <i>Τέχνη και δημιουργική ανάπτυξη των παιδιών, 2^η έκδοση</i>. Αθήνα: Έλλην. ISBN: 9789602862810</p> <p>Frank, P.L., Preble, D., and Preble, S. (2013). <i>Prebles' Artforms: An introduction to the Visual Arts</i>. Cambridge: Pearson Education. ISBN-13: 978-0205968114</p>
Assessment	Studio work presentations and feedback, midterm assignment, final exam
Language	Greek

Course Title	Dance in Elementary School				
Course Code	EDUE 164				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year, 2 nd semester				
Teacher's Name	Christina Patsalidou				
ECTS	5	Lectures / week	1 hour lecture/ week	Laboratories / week	2 hour lab/week
Course Purpose and Objectives	<p>During this course dance history and the theories in dance education will be examined. Dance workshops introducing the elements of dance and the Laban Movement Analysis method will enable the students to generate movement through free and guided improvisation. Theoretical and practical approaches in teaching dance in the primary school will be discussed. Through this course, students will be encouraged to incorporate the creative processes and dance during their teaching in the academic classroom.</p>				
Learning Outcomes	<p>After the completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> 1. identify the benefits of dance in primary education 2. explore movement vocabulary appropriate for students in primary education 				

	<ol style="list-style-type: none"> 3. utilize improvisation techniques to create movement combinations and choreography 4. define the creative processes in dance 5. create age appropriate movement activities using the USA dance anchor standards 6. develop practical ways in which the theories may be applied into the academic classroom 7. determine appropriate assessment criteria for the students' growth and activities 		
Prerequisites	None	Required	None
Course Content	<ol style="list-style-type: none"> 1. history and dance theories in dance education 2. creative processes: create, perform, respond, connect for the primary student 3. elements of dance 4. improvisation techniques as a tool to create movement sequences and choreography 5. developmental characteristics of the primary student in relation to dance 6. Age and level appropriate lesson planning 7. Laban Movement Analysis 8. USA Dance Anchor Standards for the primary student 9. Lesson plan structure in accordance to theme and unit-based learning 10. Theories in dance education 11. Assessing student learning in dance 12. Co-teaching and cooperation with dance teachers 		
Teaching Methodology	<p>The class will be conducted through presentations and discussions, individual and group projects, dance labs exploring movement quality and the dance elements, workshops exploring movement through guided improvisation</p>		
Bibliography	<p>McCutchen, B. (2006) Teaching Dance as Art in Education. Human Kinetics</p> <p>Brodie, J.,Lobel,E. (2012) Dance and Somatics: Mind-Body Principles of Teaching. Mcfarland</p> <p>McGreevy-Nichols, S. Scheff, H., Sprague, M.(2004) Building Dances: A guide to putting movements together. Human Kinetics</p> <p>Kogan, S. (2019, 3rd edition) Step by Step: a complete movement education curriculum, Human Kinetics.</p>		
Assessment	<p>in-class participation improvisation assignment and choreography creation of movement tasks utilizing anchor standards lesson planning teaching</p>		
Language	Greek		

Course Title	Modern Greek Literature of Cyprus				
Course Code	EDUE 222				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Marina Rodosthenous-Balafa				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course introduces students to the most important poets and prose-writers of Greek Modern Literature of Cyprus. It aims to help students:</p> <ul style="list-style-type: none"> • Familiarize themselves with the history of Modern Cypriot Literature • Analyze and compare important works of Cypriot literature under examination with other works of Greek and European Literature, which draw on the same literary movement • Develop and discuss their opinions in oral and written form • Write an academic essay on Cypriot Literature 				
Learning Outcomes	<p>With the completion of the course, students will be able to :</p> <ol style="list-style-type: none"> 1. discuss the particular texts in relation to their cultural, historical context and the conventions of the genre they belong to 2. analyze critically the form and content of significant literary works of Cypriot literature 3. argue in favor of the proposed interpretations of the works, according to textual and bibliographic sources 4. Co-examination of Cypriot Literature with the corresponding Greek and European literature 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Chronicle of Leontios Machairas and George Boustronios 2. Cypriot Renaissance literature: <i>Cypriot Canzoniere</i>. Comparison between Italian and Cypriot Petrarchism 3. Romanticism: Vasilis Michaelides 4. From the end of First Civil War until the end of Second Civil War (1919-1945). Realism in poetry: Lipertis 5. Prose: Nikolaides, Akritas 6. 1945-1960: Poetry: Montis 7. Prose: Pierides 8. The first years of Cypriot Democracy (1960-1974). Poetry: 				

	Charalambides, Nikolaou
Teaching Methodology	Lectures, Discussion, individual and group work, Individual essay, student presentations, individual and group feedback
Bibliography	<p>Books</p> <p>Ζαφειρίου, Λ. (1991). <i>Η νεότερη κυπριακή λογοτεχνία: Γραμματολογικό σχέδιασμα</i>. Λευκωσία.</p> <p>Ζήρας, Α. (2010). <i>Όψεις της κυπριακής πεζογραφίας 1900-2000</i>. Αθήνα: ΑΙΠΕΙΑ.</p> <p>Κεχαγιόγλου, Γ. & Παπαλεοντίου, Λ. (2010). <i>Ιστορία της νεότερης κυπριακής λογοτεχνίας</i>. Λευκωσία: Κέντρο Επιστημονικών Ερευνών.</p> <p>Κιτρομηλίδης, Π. (επιμ.) (2018). <i>Η κυπριακή συλλογή πετράρχικων και άλλων αναγεννησιακών ποιημάτων</i>. Αθήνα: Εθνικό Ίδρυμα Ερευνών.</p>
Assessment	Mid-term and final exam, student presentations,
Language	Greek

Course Title	Literacy Education				
Course Code	EDUE 226				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Dr. Christodoulos Christodoulou/ Dr. Argyro Fella				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course deals with the methodology of language teaching during a child's first year in the primary school. Students are expected to:</p> <ul style="list-style-type: none"> • Examine the importance and central functions of reading, writing, listening, and speaking. • Explore the targeted language attitudes, skills, and knowledge during a child's pre-school life and first year in the primary school. • Familiarize themselves with a wide range of effective practices in developing phonological awareness and the skills of reading and writing for Year 1 children. • Explore, critically evaluate and apply contemporary theories and practices of Language learning for a rounded multi-dimensional approach to Literacy. 				

Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Manage their pupils' smooth transition from kindergarten to elementary school • Appraise children's language skills and needs • Create a learning space that promotes literacy education and produces a positive learning atmosphere • Design effective literacy education teaching and learning • Organize their teaching of literacy in a manner that combines harmoniously educational goals, content, and teaching methods and approaches • Plan and adjust their literacy teaching in accordance to contemporary scientific findings and based on the specificities of their students • Evaluate their pupils' communicative skills and design steps for further improvement • Appraise reading or other language-related difficulties faced by their pupils and recommend possible solutions • Recognize the most contemporary pedagogical theories and approaches in Literacy Education, discuss, compare and evaluate these approaches critically and integrate them in a balanced and effective way in language teaching which promotes a wide range of essential Literacy skills for the 21st century. 		
Prerequisites	EDUS 200, EDUS-121	Required	None
Course Content	<ol style="list-style-type: none"> 1. Aims, objectives, philosophy and theoretical framework for Literacy teaching in Year 1 2. The transition from kindergarten to elementary school. Characteristics of beginning readers. 3. Emerging Literacy: The theory explored through various biological, psychological and social parameters. 4. Balanced approach to teaching Literacy in year 1: The phonetic, analytical-inductive and holistic approaches, understanding, critical evaluation and the benefits of balanced approach. 5. Methods of developing phonological awareness in Greek language learning 6. Strategies for reading and multi-level understanding of texts in Year 1 7. Communicative and genre-based approach to language education in Year 1: Critical evaluation of Year 1 textbooks, strengths and limitations. Using other texts. 8. Critical literacy approach in Year 1 language teaching. 9. Integrated model in language teaching for multi-dimensional Literacy development 10. Assessment and corrective interventions for children with learning difficulties. 11. Educational Theatre and Literature as powerful tools for Literacy development. 		
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, observation of teaching practices (audiovisual, pre-recorded), student presentations		

Bibliography	<p>Aidinis, A. (2012). <i>Literacy in early childhood education: A psycholinguistic approach</i>. Gutenberg. (in Greek)</p> <p>Papadopoulos, T. C., Spanoudis, G., Ktisti, C., & Fella, A. (2021). Precocious readers: A cognitive or a linguistic advantage? <i>European Journal of Psychology of Education</i>.</p> <p>Papadopoulos, T. C., Kendeou, P., & Spanoudis, G. (2012). Investigating the factor structure and measurement invariance of phonological abilities in a sufficiently transparent language. <i>Journal of Educational Psychology, 104</i>, 321-336.</p> <p>Porpodas, C. (2002). <i>Reading</i>. Self-publishing. (in Greek)</p> <p>Sousa, D. A. (2014). <i>How the brain learns to read</i>. Corwid.</p> <p>Tzivinikou, S. (2019). <i>Evaluating, planning, teaching: Reading and writing effective intervention strategies for students with learning and other difficulties</i>. Readnet. (in Greek)</p> <p>Hadjilouka-Mavri, E., Hadjiyianni-Yiangou, E., & Papadopoulos, T. C. (2003). <i>Reading and writing in Grade 1: Theory and practise</i>. Cyprus Pedagogical Institute. (in Greek)</p>
Assessment	individual research, collaborative work, presentations, discussions, final exam
Language	Greek

Course Title	Greek Language Teaching				
Course Code	EDUE 227				
Course Type	Compulsory				
Level	undergraduate				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Christodoulos Christodoulou				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/week
Course Purpose and Objectives	<p>This course deals with the teaching of Greek language and Literacy in primary education. Embracing a broad and contemporary view of language teaching as Literacy development, this course presents students with the most current theories and practices of what effective language teaching in primary school means for the 21st century educator / learner. Correlating theory and practice, students explore a plethora of effective teaching practices and strategies and learn to make strategic choices they can justify and validate with reference to relevant teaching philosophies. The students are exposed to, apply and evaluate the effectiveness of a plethora of innovative teaching</p>				

	<p>practices, strategies, relevant audiovisual recordings of lessons. Through the course, students engage in the productive process of critically juxtaposing and evaluating different theories and relevant practices regarding Literacy development. The general aim is for students – future teachers – to develop a well-rounded and contemporary theoretical background as well as a rich supportive repertoire of effective and innovative practices that will help children develop a wide range of Literacy skills and a multi-dimensional understanding of language and its functions (i.e. as proposed by the EU High Level Group of Experts on literacy).</p>
<p>Learning Outcomes</p>	<p>With the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Recognize the most current learning theories regarding Language and Literacy development critically evaluate their strengths, weaknesses and their relevance in today's 21st century societies. • Develop an integrated multi-dimensional model of Language teaching, drawing from a variety of contemporary Literacy theories and practices, so as to enable children to acquire a wide range of Literacy skills. • Develop a rich repertoire of effective and innovative language teaching practices, be able to make thoughtful strategic choices in language teaching and be in a position to justify each choice with relevant references to current Literacy theories. • Design and apply lessons that help children develop effective strategies for a multi-dimensional understanding of a variety of texts and genres. Specifically, empower children to be able to identify: <ol style="list-style-type: none"> 1. the rules that apply to Greek as a language system and the functional use of certain linguistic choices (i.e. in promoting the author's purpose). 2. the parameters (beyond and around the text) of the different communicative or socio-cultural contexts that determine a deeper and more accurate understanding of the text's meaning. 3. different text-genres, their characteristics and functions in different communicative and socio-cultural contexts. 4. And critically evaluate the explicit or inferred meaning of a text and its author's purpose, juxtapose it with other relevant viewpoints and relate their own personal justified opinion and/or experience. • Design and apply lessons that help children develop effective strategies for producing, evaluating and improving a variety of texts and genres, developing both a sense of purpose for writing, a sense of ownership as well as a personal style. • Organize teaching goals, pursue them systematically and prepare and use teaching means and processes, which will help children acquire the four basic language skills of listening, speaking, reading, and writing and recognize their correlation and codependence. • Critically evaluate the current Language curricula and flexibly select textbooks and any other relevant material that better serves their teaching objectives rather than the textbook itself. • Apply general pedagogical principles in language teaching

Prerequisites	EDUS 200	Required	None
Course Content	8. Aims, objectives, philosophy and theoretical framework for Literacy teaching in the 21 st century – An overview. 9. Communicative and genre-based approach to language education. 10. The Pedagogy of Critical Literacy. 11. Functional Grammar and the social aspect of Language. 12. An Integrated Model for Language teaching. 13. Strategies for a multi-leveled text understanding. 14. Strategies for writing, self-evaluation and text improvement. 15. Strategies for listening and speaking. 16. Spelling: Effective and innovative practices. 17. Literature, Creative drama and poetry.		
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, observation of teaching practices (audiovisual, pre-recorded), student presentations.		
Bibliography	Baynham, M.	Literacy practices	Addison Wesley Publishing Company
	1995	0582087082	
	Ματσαγγούρας, Η. Γ.	Σχολικός Εγγραμματισμός	Γρηγόρη
	2017	9789603335184	
Assessment	individual research, collaborative work, presentations, discussions		
Language	Greek		

Course Title	Mathematical Problem Solving				
Course Code	EDUE 231				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 rd year / 6 th semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	1.5 hour lecture/ week	Laboratories / week	1.5 hour lab/ week

Course Purpose and Objectives	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Distinguish between problems and exercises • Know and apply various models for analysing problem solving as a process • Know and apply various strategies for solving problems • Learn about mathematics teaching as problem solving • Develop positive self-efficacy beliefs about themselves as solvers and as prospective teachers 		
Learning Outcomes	<p>Upon completion of this module, students should be familiar with the international literature on Mathematical Problem Solving, should have developed collaborative problem solving skills knowledge of how to incorporate these ideas to mathematics teaching in the elementary school. In particular, they will be able to</p> <ul style="list-style-type: none"> • Combine their knowledge to solve mathematical problems • Evaluate various mathematical problems, as well as their collaboration and contribution in collaborative activities • Apply the principles of Problem Solving to design activities for the elementary school 		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Mathematical problems Vs Exercises • Models of analyzing problem solving process • Affective factors and problem solving • Mathematical modeling and problem solving • Mathematics teaching and problem solving • Collaborative problem solving through hands-on activities 		
Teaching Methodology	Lectures, individual and group work.		
Bibliography	<ul style="list-style-type: none"> • Lecturer's notes • Ξενοφώντος, Κ. (2015). <i>Επίλυση Μαθηματικού Προβλήματος: Οδηγίες προς ναυτιλλομένους</i>. Λευκωσία: CARDET Press. • Polya, G. (1945). <i>How to Solve it</i>. Princeton University Press 		
Assessment	<ul style="list-style-type: none"> • Active participation in class • Collaborative activities in class • Group assignment • Group presentation • Final exam 		
Language	Greek		

Course Title	Basic Scientific Concepts for Elementary School Teachers				
Course Code	EDUE 240				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year, 3 rd semester				
Teacher's Name	Dr. Aggela Skayia				
ECTS	5	Lectures / week	1 hour week	Laboratories / week	2 hours
Course Purpose and Objectives	<p>The main objectives of this course is that the students will:</p> <ul style="list-style-type: none"> • Explore what it means to be scientifically literate, think and act scientifically, • Be involved in the process of collecting, analyzing, organizing and representing scientific data. • Understand and explain various natural phenomena. • Develop scientific method and scientific thinking skills. • Developing their argumentation and scientific reasoning skills. • Develop a positive attitude towards science. • Take into account multiple ways of using the technology as a means to help them further develop their scientific knowledge. • 				
Learning Outcomes	<p>With the completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards Science and teaching science in the elementary school. 2. Demonstrate their understanding of electricity, magnetism, light and color and buoyancy through the application in new contexts. 3. Demonstrate their understanding of the scientific methodology by arguing and supporting their findings with the use of evidence. 				
Prerequisites	None	Required	None	None	None
Course Content	<ul style="list-style-type: none"> • What is science, nature of science, and important of teaching science to elementary school students. • Scientific methods skills (observations of natural phenomena, hypothesis construction and comparison with initial observations, predictions based on hypothesis, designing experiments, collecting data and reporting the explanations). • Electricity/ Electric Circuits. • Argumentation as a scientific practice and socio-scientific issues. • Light and Color/ Shadows. 				

Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, student presentations,
Bibliography	<p><u>Required</u></p> <p>Ευαγόρου, Μ. & Αβρααμίδου, Λ. (2012). <i>Θεωρητικές και Διδακτικές Προσεγγίσεις στις Φυσικές Επιστήμες</i>. Αθήνα: Διάδραση.</p> <p>Ερευνητική Ομάδα Μάθησης στις Φυσικές και Περιβαλλοντικές Επιστήμες. (2010). <i>Το πανηγύρι της Επιστήμης ως μέσο καλλιέργειας δεξιοτήτων διερεύνησης</i>. Λευκωσία: Υπουργείο Παιδείας και Πολιτισμού Κύπρου.</p> <p>Χαλκιά, Κ. (2020). <i>Διδάσκοντας Φυσικές Επιστήμες: Θεωρητικά ζητήματα, προβληματισμοί, προτάσεις, 2 έκδοση</i>. Τόμος Α. Αθήνα: Πατάκης.</p>
Assessment	Assignment, Group assignment, Science Fair
Language	Greek

Course Title	Teaching Methods in History				
Course Code	EDUE 245				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year / 6 th semester				
Teacher's Name	Dr Emilios A. Solomou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are for the student to:</p> <ul style="list-style-type: none"> • Come into contact with the basic principles and methods of History • Learn the tools and methods used by historians with reference to key aspects of Cyprus and European history 				
Learning Outcomes	<p>After completion of the course students are expected to :</p> <ol style="list-style-type: none"> 1. Understand the research methods, writing and study of history 2. Acquire knowledge of the use of primary and secondary sources and the process of historical creation 3. Be aware of the historical development and progress in the fields of culture, education, social life and economy 4. Develop historical thinking skills 				

	5. Acquire the knowledge for the basic ideas and schools of historical writing with reference to the historiography of Cyprus and various European countries.		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • What is history • The science of history and its importance • The Historian and his role • History of historiography • Study of the Historiography of various European countries and Cyprus • History and national identity • History and multiculturalism • Historical research and objectivity • The use of sources • The development of skills through history 		
Teaching Methodology	Lectures, individual and group work, individual feedback, student presentations, essay assignment.		
Bibliography	<ul style="list-style-type: none"> • Iggers, Georg. G (1999). <i>Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge</i>. Wesleyan University Press, 28 Feb 2005 • Τσίχλη Αρώνη Καίτη, (2008), <i>Ιστορικές Σχολές και Μεθόδοι, Εισαγωγή στην Ευρωπαϊκή Ιστοριογραφία</i>, ΑΘΗΝΑ: ΠΑΠΑΖΗΣΗ • Κόκκινος Γ.,(1998), <i>Από την Ιστορία στις Ιστορίες. Προσεγγίσεις στην Ιστορία της Ιστοριογραφίας, την επιστημολογία και τη διδακτική της Ιστορίας</i>, ΑΘΗΝΑ: ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ • E.H Carr, (2019), <i>Τι είναι Ιστορία;</i>, ΑΘΗΝΑ: ΠΑΤΑΚΗ • Σμυρναίος, Α. (2013). <i>Ιστορίες Μάθησης. Ζητήματα Φιλοσοφίας & Διδακτικής της Ιστορίας</i>. Αθήνα: ΓΡΗΓΟΡΗ. • Τσίχλη, Κ. (2008). <i>Ιστορικές Σχολές και Μέθοδοι, εισαγωγή στην ευρωπαϊκή Ιστοριογραφία</i>. Αθήνα: ΠΑΠΑΖΗΣΗ. • Κόκκινος, Γ. (1998.) <i>Από την Ιστορία στις Ιστορίες. Προσεγγίσεις στην Ιστορία της Ιστοριογραφίας, την επιστημολογία και τη διδακτική της Ιστορίας</i>. Αθήνα: ΕΛΛΗΝΙΚΑ ΓΡΑΜΜΑΤΑ. • E.X. KAP (2019). <i>Τι είναι Ιστορία; Σκέψεις για τη θεωρία της Ιστορίας και το ρόλο του Ιστορικού</i>. Αθήνα: ΠΑΤΑΚΗ • Ίγκερς, Γ. (2006). <i>Η Ιστοριογραφία στον 20^ο Αιώνα</i>. Αθήνα, Ελλάδα: Εκδόσεις Νεφέλη. • Cannadine, D. (2007). <i>Τι είναι ιστορία σήμερα;</i> (Ed) (2007) Αθανασίου, Κ. (Μετ.). ΝΗΣΟΣ. • MacMillan, M. (2012). <i>Χρήση και Κατάχρηση της Ιστορίας</i>. Α. ΚΑΡΔΑΜΙΤΣΑ. • Noiriél, G. (2005). <i>Τι είναι η σύγχρονη ιστορία;</i> Gutenberg. • Wang, E. Q., Iggers, G. (2015). <i>Παγκόσμια Ιστορία της Σύγχρονης Ιστοριογραφίας</i>. ΝΕΦΕΛΗ. • Αβδελά, Ε. (1998). <i>Ιστορία και Σχολείο</i>. ΝΗΣΟΣ. • Γεωργιάδης Π. Κ. (1995). <i>Ιστορία της Κύπρου 3η έκδοση</i>. Λευκωσία. • Λιάκος, Α. (2012). <i>Αποκάλυψη, Ουτοπία και Ιστορία, Οι μεταμορφώσεις της ιστορικής συνείδησης</i>. ΠΟΛΙΣ. 		

	<ul style="list-style-type: none"> • Νάκου, Ε. (2000). <i>Τα παιδιά και η ιστορία: Ιστορική σκέψη, γνώση και ερμηνεία</i>. Μεταίχμιο. • Ρεπούση, Μ. (2004). <i>Μαθήματα Ιστορίας</i>. ΚΑΣΤΑΝΙΩΤΗ. • Σκούρου, Τ. (1991). <i>Η Νέα Ιστορία: Σύγχρονη Αντίληψη για τη Διδασκαλία της Ιστορίας με τη Χρήση των Πηγών</i>. Λεμεσός. • Χατζηδημητρίου, Κ. (1999). <i>Ιστορία της Κύπρου</i>. Λευκωσία. • Ψαράς, Ι. Δ. (2001). <i>Θεωρία και Μεθοδολογία της Ιστορίας</i>. Βάνιας. • Αποστολίδου Ελένη, (2019), <i>Μαθήματα Διδακτικής της Ιστορίας</i>, ΑΘΗΝΑ: ΠΕΔΙΟ • Βακαλούδη Δ. Αναστασία, (2020), <i>Σύγχρονες Προσεγγίσεις της Διδακτικής Μεθοδολογίας της Ιστορίας</i>, ΘΕΣΣΑΛΟΝΙΚΗ: Κ. & Μ. ΣΤΑΜΟΥΛΗ • Lecturer's Notes
Assessment	collaborative work, presentations, essay assignment, final exam.
Language	Greek

Course Title	Introduction to Geography and its Teaching Methods				
Course Code	EDUE 246				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year / 5 th semester				
Teacher's Name	Pallicarou Elena				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Understand geography as a science 2. Analyze geography as a topic in primary school 3. Study the new analytical programs of studying geography in Cyprus 4. Organize and implement teaching geography in primary 5. Deal and overcome stereotypes in teaching geography 6. To acquire the necessary knowledge, skills and abilities to teach geography at elementary school. 				
Learning Outcomes	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Discuss the curriculum and the textbooks of the lesson of geography. 				

	<p>2. Analyze the modern trends in teaching this course in elementary school.</p> <p>3. Acquire the necessary knowledge, skills and abilities to teach geography at elementary school.</p>																						
Prerequisites	EDUS 200	Required	none																				
Course Content	<p>48. Philosophy and content of Geography as a social science and as a school social topic, curriculum and textbooks in Cyprus.</p> <p>49. Teaching principles, methods, trends, teaching geography in elementary school.</p> <p>50. Models, maps and other visual aids in geography lesson.</p> <p>51. Promotion of concepts, skills and attitudes in classroom.</p>																						
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations																						
Bibliography	<table border="1"> <thead> <tr> <th>Authors</th> <th>Title</th> <th>Publisher</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Owen D. Ryan A.</td> <td><i>Teaching Geography 3-11, The essential guide.</i> Continuum.</td> <td>Routledge</td> <td>2018</td> </tr> <tr> <td></td> <td>Palmer J. (1994) <i>Geography in the early years</i></td> <td></td> <td></td> </tr> <tr> <td>Sarre P. et al.</td> <td><i>Άνθρωπος και περιβάλλον 1.</i> (Μετάφραση, 2). Π. Κουτσούμπος A.E</td> <td>Αθήνα</td> <td>2017</td> </tr> <tr> <td>ΥΠΠ Κύπρου Νέα Αναλυτικά Προγράμματα</td> <td>http://www.schools.ac.cy/klimakio/Themata/Geografia/index.html</td> <td>Λευκωσία</td> <td>2016</td> </tr> </tbody> </table>	Authors	Title	Publisher	Year	Owen D. Ryan A.	<i>Teaching Geography 3-11, The essential guide.</i> Continuum.	Routledge	2018		Palmer J. (1994) <i>Geography in the early years</i>			Sarre P. et al.	<i>Άνθρωπος και περιβάλλον 1.</i> (Μετάφραση, 2). Π. Κουτσούμπος A.E	Αθήνα	2017	ΥΠΠ Κύπρου Νέα Αναλυτικά Προγράμματα	http://www.schools.ac.cy/klimakio/Themata/Geografia/index.html	Λευκωσία	2016		
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ΥΠΠ Κύπρου Νέα Αναλυτικά Προγράμματα	http://www.schools.ac.cy/klimakio/Themata/Geografia/index.html	Λευκωσία	2016																				
Assessment	individual research, collaborative work, presentations, discussions																						
Language	Greek																						

Course Title	Physical Education in Elementary School
Course Code	EDUE 255
Course Type	Compulsory
Level	Undergraduate
Year / Semester	2 nd year, 3 rd semester
Teacher's Name	Dr. Hadjicharalambous Marios

ECTS	5	Lectures / week	1 hour lecture/ week	Laboratories / week	2
Course Purpose and Objectives	The main objectives of the course are to offer to the students the theoretical and practical preparation of students into the subject of teaching physical education in elementary school				
Learning Outcomes	<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand how important sport and exercise for health are in general and sport specific training (physical education) in elementary school. • Be familiar with the basic physical, biological, physiological and kinetic characteristics of children aged 6-12 years old. • Plan and organize programs of physical education with a predetermined goal and purpose in relation with children's age and motor skills abilities. • Perform physical education lessons taking into account children's age, motor skills abilities, and physical capacities. • Teach physical education in elementary school, according to modern methods, and teaching styles, following the curriculum. 				
Prerequisites	None	Required	none		
Course Content	<ul style="list-style-type: none"> • Teachers role in physical education lessons • The aims of sporting activities and sporting culture, education of motor skills and physical capacities • The exercise benefits for health • Teaching methods for physical education in elementary school • Programming methodology, setting goals for physical education lessons and psychomotor skills • Anatomy, physiology, and exercise physiology for children aged 6-12 years old. • Biological maturation, exercise and fitness • Organize physical education lessons (<i>daily, weekly, monthly, and yearly plans</i>) • Practical: Evaluate children's health and fitness level (using simple tests) • Practical: Educational and recreational games • Practical: Group-games and athletics <p>Practical teaching in physical education</p>				
Teaching Methodology	Lectures, individual and group work, student theoretical and practical presentations				
Bibliography	<ol style="list-style-type: none"> 1. Gallahue, D.L. (2016). <i>Developmental Physical Education for Today's Children</i>. University Studio Press; ISBN: 900-12-1062-8. 2. Shirley Holt and Halle Tina Hall (2016). <i>Lesson Planning for Elementary Physical Education with Web Resource: Meeting the National Standards & Grade-Level Outcomes</i>. HUMAN KINETICS; ISBN-13: 9781492513780. 3. Robert P. Pangrazi and Aaron Beighle (2016). <i>Dynamic Physical Education for Elementary School Children</i>. Benjamin-Cummings Publishing Company. 17th Edition, ISBN-13: 978-0321934956. 				

Assessment	Final Examination, Practical Examination, Assignments/projects
Language	Greek

Course Title	Music Education in Elementary School				
Course Code	EDUE 261				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	1 st year , 2 nd semester				
Teacher's Name	Dr. Natasa Economidou Stavrou				
ECTS	5	Lectures / week	1 hour lecture/ week	Laboratories / week	2 hours
Course Purpose and Objectives	<p>The main objectives of the course are:</p> <ul style="list-style-type: none"> • To introduce students to basic concepts of music. • To provide opportunities for students to develop skills in performing, listening, improvising, orchestrating and composing music, while acquiring a positive attitude towards Music as a subject. • To present and discuss effective teaching approaches and trends in regards to music teaching in primary school 				
Learning Outcomes	<p>Upon completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of music in regards to the social, emotional, kinaesthetic and cognitive development of children. • Identify and define basic musical concepts in regards to rhythm, melody, timbre, form, harmony, texture and expressive concepts. • Develop personal musicianship and skills through vocal and instrumental performance (glockenspiel or recorder), listening, composing and orchestrating simple songs. • Identify and discuss the criteria and the basic pedagogical principles/ theories and methods for effective music teaching in primary school • Select appropriate tools and material to organize a series of activities for teaching musical skills, attitudes and concepts, as suggested by the Music curriculum for primary school. • Discuss on the role of musical activities and demonstrate efficiency on the various ways the activities may be applied in primary schools 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • The Importance of Music to the Emotional, Social, Intellectual, and Kinaesthetic development of children • Basic musical concepts (rhythm, melody, timbre, pitch, form, expressive concepts, harmony, texture) • Musical activities and teaching approaches for primary school (Singing, Listening, Performing, Orchestration, Improvisation, Composition) 				

	<ul style="list-style-type: none"> • Graphic scores and conventional notation • Music Curricula for the Primary School • Criteria and basic principles for effective music teaching in primary school • Training materials / textbooks for music teaching in primary school • Development of listening, performing skills (glockenspiel) and composing skills through various activities and assignments • Children's simple song orchestration • Introduction to basic principles of lesson planning in the subject of Music
Teaching Methodology	Lectures, self-analyzing behavior, experiential workshops, individual and group projects, students' presentations, role modeling, training, case studies, audio-visual programs.
Bibliography	<p>Green. L. (2014). Listen and Play! Athens: Fagotto books.</p> <p>Kokkidou, M. (2019). Teaching approaches to music: New challenges, new horizons. Athens: Fagotto books.</p> <p>Makropoulou, E. & Varelas, D. (2019). Singing words: From theory to...class. Athens: Fagotto books..</p> <p>Makropoulou, E. & Varelas, D. (2001). Music, the most exciting game. Athens: Fagotto books.</p> <p>Mills, J. (2009). <i>Music in the Primary school</i>. Oxford Music Education Series</p> <p>Schafer, R. M. (2011) <i>HearSing: 75 exercises in Listening and Creating Music</i>. Athens: Edition Orpheus.</p>
Assessment	Participation and activities, Assignments, Final exam
Language	Greek

Course Title	School Experience I				
Course Code	EDUE 297				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	2 nd year / 4 th semester				
Teacher's Name	Dr Hadjipanteli Angela				
ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week

<p>Course Purpose and Objectives</p>	<p>Purpose</p> <p>The main scope of <i>School Experience I</i> is to give the students the possibility to acquire useful and sufficient knowledge and conscious experience of the practice of teaching. It also aims at helping the students to understand the operation of a primary school as a community, enabling therefore them to obtain a greater pedagogical readiness for the profession. In the context of the course, the students go to primary schools once a week, for six consecutive weeks. They attend the daily schedule of a class, having to teach no lessons.</p> <p>Objectives: With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> • To reason teaching methods and approaches, detecting positive and negative components of each one. • To develop essential skills concerning the implementation of teaching. • To discern the key parts of a lesson, explicating the importance of each one. • To design, organise and apply lesson plans. • To expand their competence of self-assessment, arguing with critical reflection the effectiveness of their teaching. 		
<p>Learning Outcomes</p>	<p>With the completion of the course, students will be able:</p> <ol style="list-style-type: none"> 1. To employ teaching skills primarily concerned with the conduct of teaching and the communication with pupils. 2. To select the appropriate pedagogical approaches and teaching strategies depending on the pupils' age and learning profile. 3. To assess their own teaching approaches and pedagogical decisions, pointing out positive and weak elements. 4. To develop gradually their ability to observe and describe teaching episodes, displaying critically their views regarding both their design and implementation. 5. To discuss the professional responsibilities of a teacher, thinking about the rightness of their decision of becoming a teacher. 		
<p>Prerequisites</p>	<p>EDUS 100 EDUS 200</p>	<p>Required</p>	<p>None</p>
<p>Course Content</p>	<ol style="list-style-type: none"> 1. Essential elements for the effectiveness of teaching 2. Child-centered and teacher-centered methods of teaching 3. Techniques for both the attraction and retention of pupils' interest and attentiveness 4. Teaching skills regarding the implementation of teaching 		

	<ol style="list-style-type: none"> 5. Characteristics of an effective oral description and narration 6. Employment of a demonstrative teaching 7. Integration of audio-visual materials within teaching 8. Communication skills of a teacher – Confrontation of the pupils' answers 9. Use of questions – Taxonomy of Bloom 10. Design, writing and organisation of a lesson plan
Teaching Methodology	Lectures, individual/dialogical activities, workshops, microteaching, visits in primary schools and attendance/observation of teaching practices, discussions based on video-taped teaching sessions, writing of educational reflective diary, individual reading and research of bibliography
Bibliography	<p>Bakaloudi, D. A. (2012). <i>Teaching methods and assessment in the modern school</i>. Thessaloniki: Antoni Stamouli.</p> <p>Matsagouras, H. (2008). <i>The school class, Volume A´</i>. Athens: Gregore.</p> <p>Ministry of Education and Culture (2010). <i>Curriculum of pre-primary, primary and secondary education, volumes A´ & B´</i>.</p> <p>Sofos, A. (2015). <i>Designing scenarios of teaching for students' practicum</i>. Athens: Gregore.</p> <p>Tomlinson, C. A. (2004). <i>Differentiation of work in the classroom</i>. Trans. Ch. Theofilides & D. Martidou - Forcie. Athens: Gregore.</p> <p>University of Nicosia (2021). <i>Guidance of school experience</i>.</p> <p>Σαλβαράς, Ι. (2021). <i>Παρατήρηση και Αξιολόγηση της Διδασκαλίας</i>. Αθήνα: Γρηγόρης.</p>
Assessment	Participation in workshops, individual/group activities, microteaching, design and implementation of a lesson plan, educational reflective diary, final written examination
Language	Greek

Course Title	Children's Literature in Elementary Education
Course Code	EDUE 320
Course Type	Compulsory
Level	Undergraduate
Year / Semester	3 rd year, 6 th semester
Teacher's Name	Dr Louiza Mallouri

ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>This course examines current trends and issues related with the methodology of teaching literature in the primary education. A range of theoretical perspectives will be explored as well as their pedagogical implications and the ways they can find application in the school classroom. Through familiarity with a wide range of teaching practices and theoretical perspectives and the role they may perform within a critical literacy framework, effective ways to use literature and media for young people in the school classroom will be explored.</p>				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> -explore the principles of major literature theories and recommend ways of applying them within the school classroom -engage critically with school curricula, teaching methodologies and teaching material related with the field -devise selection criteria, topics and teaching methods according to the educational goals and their pupils' interests and needs -utilize a variety of texts, literary theories, teaching practices and appropriate educational material in order to design and plan educational activities 				
Prerequisites	None	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Literature theory and Educational practice 2. Lesson organization and goal setting, Selection of content, Teaching methodology 3. Evaluation 4. Ideology 5. Word and Image relationship 6. Multimodality 7. Technology and children's literature 8. Postmodernity and metafiction 9. Creative writing 10. Therapeutic uses of literature/emotional development 				
Teaching Methodology	<p>Lectures, workshops, experiential seminars, individual and group work, individual feedback, student presentations.</p>				

Bibliography	<p>Bedford A. W. & Albright L. M. (2011). <i>A master class in children's literature: Trends and issues in an evolving field</i>. Champaign-Urbana, IL: National Council of Teachers of English.</p> <p>Blau, S. D. (2003). <i>The Literature Workshop: Teaching Texts and Their Readers</i>: Boynton/Cook Publ.</p> <p>.</p> <p>Showalter, E. (2003). <i>Teaching Literature</i>. Oxford: Blackwell Publishing.</p> <p>Scholes, R. (2001). <i>The crafty reader</i>. New Haven, CT: Yale University Press.</p> <p>Vasquez, V. M. (2003). <i>Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K-6 Classrooms</i>: International Reading Associatiov.</p> <p>Young, T., Bryan, G., Jacobs, J. & Tunnel, M. (2019). <i>Children's Literature, Briefly</i>. London: Pearson.</p>
Assessment	individual research, midterm exam, presentations, , final exam.
Language	Greek

Course Title	Mathematics Teaching in Elementary School				
Course Code	EDUE 331				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	2 hour lecture/ week	Laboratories / week	1 hour lab/ week
Course Purpose and Objectives	<ul style="list-style-type: none"> • Objectives, teaching methods, and content of elementary school mathematics • Current trends in mathematics teaching in the elementary school • The mathematics curriculum • Designing lesson plans • Physical and virtual manipulatives for teaching mathematics • Development and evaluation of mathematical activities 				
Learning Outcomes	Upon completion of this module, students should be able to design lesson plans for elementary mathematics, with clear objectives and activities, utilize appropriately and effectively different physical and virtual manipulatives for				

	achieving their lesson objectives, as well as know, evaluate, and apply effective teaching and evaluation strategies.		
Prerequisites	EDUE 131 EDUS 200	Required	None
Course Content	<ul style="list-style-type: none"> • The mathematics curriculum and textbooks • Lesson plans and evaluation in mathematics • Representing mathematics with physical and virtual manipulatives • Alternative perspective on teaching mathematics • Analyzing mathematical tasks – Levels of Cognitive Demands • Teaching strategies in mathematics – Mathematics teaching in other countries • Language, culture and immigrant pupils in mathematics classrooms 		
Teaching Methodology	Lectures, individual and group work		
Bibliography	<ul style="list-style-type: none"> • Lecturer's notes (2021) • Κολέζα, Ε. (2019). <i>Θεωρία και Πράξη στη διδασκαλία των Μαθηματικών</i>. Εκδόσεις ΤΟΠΟΣ. • Rowland, T., Turner, F., Thwaites, A., & Huckstep, P. (2009). <i>Developing Primary Mathematics Teaching</i>. London: Sage. • Stein, M. K., Smith, M. S., Henningsen, M. A., & Silver, E. (2009). <i>Implementing Standards-Based Mathematics Instruction. A Casebook for Professional Development</i>. New York: Teachers College Press. 		
Assessment	<ul style="list-style-type: none"> • Mathematical Fair • Group assignment – Observation and analysis of a mathematics lesson • Presentation of group assignment • Final exam 		
Language	Greek		

Course Title	Teaching Science in Elementary School
Course Code	EDUE 340
Course Type	Compulsory
Level	Undergraduate
Year / Semester	3 rd year / 6 th semester
Teacher's Name	Dr. Evagorou Maria

ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	
Course Purpose and Objectives	<p>The students will:</p> <ul style="list-style-type: none"> • Interact with various natural phenomena and develop explanations about how the natural world works • Understand the purpose and goals for teaching science at the elementary school • Be able to apply in their practices a variety of teaching strategies and teaching methods • Be able to justify through learning theories their pedagogical decisions • Be involved in research activities related to elementary school students' existing views about science • Be involved in research activities related to elementary school students' existing knowledge in science 				
Learning Outcomes	<p>With the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Develop personal philosophies about science teaching and learning 2. Develop basic scientific inquiry skills 3. Develop the necessary skills and knowledge to design contemporary instructional activities 4. Develop basic research skills that will enable them to study research related to students' knowledge, views and attitudes towards science. 				
Prerequisites	EDUS 200 EDUE 240	Required	None		
Course Content	<ol style="list-style-type: none"> 1. Content knowledge: energy, temperature, sound, electricity, magnetism, light and shadows 2. The nature of science 3. Problem-solving approaches in science education 4. Inquiry-based science 5. Models of science education and learning progressions 6. Designing contemporary approaches to science teaching 7. Technology applications in science 8. Women in science 9. Informal learning approaches to science education 				
Teaching Methodology	Lectures, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations.				
Bibliography	<p><u>Required</u></p> <p>Ευαγόρου, Μ. & Αβρααμίδου, Λ. (2012). <i>Σύγχρονες προσεγγίσεις στη διδακτική των φυσικών επιστημών</i>. Αθήνα, Διάδραση.</p> <p>Driver R., Squires A., Rushworth P. & Wood-Robinson V. (1999). <i>Οικοδομώντας τις έννοιες των Φυσικών Επιστημών- Μια Παγκόσμια σύνοψη των ιδεών των μαθητών</i> (επιμέλεια Π. Κόκκοτας, μετάφραση Μ. Χατζή) Αθήνα: Τυπωθήτο.</p>				

	<p><u>Additional</u></p> <p>Achieve. (2012). <i>The Next Generation Science Standards</i>. Retrieved from: http://www.nextgenscience.org/</p> <p>Evagorou, M., Alexis Nielsen, J. & Dillon, J. (2020). <i>Science Teacher Education for Responsible Citizenship: Towards a pedagogy of relevance through socioscientific issues</i>. Springer. ISBN 978-3-030-40228-0</p> <p>Osborne, J. & Dillon, J. (2010). <i>Good Practice in Science Teaching: What Research has to say</i>. London: Open University Press.</p> <p>Χαλκιά, Κ. (2021). <i>Διδάσκοντας Φυσικές Επιστήμες: Θεωρητικά ζητήματα, προβληματισμοί, προτάσεις</i>. Τόμος Α. Αθήνα: Πατάκης.</p>
Assessment	Formative and Summative, Group assignment, final exam
Language	Greek

Course Title	Social Studies Methods in Elementary School				
Course Code	EDUE 345				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	3 rd year / 5 th semester				
Teacher's Name	Dr Emilios A. Solomou				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The main objectives of the course are for the student to:</p> <ul style="list-style-type: none"> • Develop the skills of teaching Social Science Subjects in Primary School. • Develop an understanding of the nature of the Social Science Subjects and their overall influence on the development of the pupils over their six years in Primary School. 				

Learning Outcomes	<p>After completion of the course students are expected to:</p> <ul style="list-style-type: none"> • Know, and utilize the research methods used in the different disciplines of the Social Science Subjects. • Understand the nature and main characteristics of the teaching of Social Science Subjects. • Understand the inter-relation of the Social Science Subjects and their influence in shaping life at a specific time and place. • Organize and use specific teaching approaches in each of the Social Science Subjects separately as well as in their overall integrated form. 		
Prerequisites	EDUS 200	Required	None
Course Content	<ul style="list-style-type: none"> • The role of the Social Science Subjects in the Primary School Curriculum. • The inter-relation of the Social Science Subjects in the Primary School curriculum. • Interdisciplinary approaches in the teaching of Social Science Subjects. • The role of the teacher in the teaching of the Social Science Subjects in the Primary School. • Primary School children and historical thinking, knowledge and interpretation. • History teaching methodology in the Primary School with reference to the history of Cyprus. • Methodology of teaching of the Social Science Subjects in the Primary School. • The syllabus of the Social Science Subjects taught in the Primary School with reference to the Curriculum of the Ministry of Education and Culture. 		
Teaching Methodology	Lectures, individual and group work, individual feedback, student presentations, discussions.		
Bibliography	<ul style="list-style-type: none"> • Schell, E. and Fisher, D. (2007). <u>Teaching Social Studies, A Literacy-Based Approach</u>. Upper Saddleback River, N.J.: Pearson Education, Inc. • Obenchain, K.M. and Morris, R.V. (2007). <u>50 Strategies for K-8 Classrooms</u>, 2nd Ed. Upper Saddleback River, N.J.: Pearson Education, Inc. • Cornett, C.E. (2007). <u>Creating Meaning Through Literature and the Arts, An Integration Resource for Classroom Teachers</u>, 3rd. Ed. Upper Saddleback River, N.J.: Pearson Education, Inc. • Περισιάνης Π (2006) <u>Συγκριτική Ιστορία της Εκπαίδευσης της Κύπρου (1800-2004)</u>. Αθήνα: GUTENBERG. • Υ.Π.Π. (2010) <u>Αναλυτικά Προγράμματα Προδημοτικής, Δημοτικής και Μέσης Εκπαίδευσης</u>. Τόμοι Α΄ και Β΄, Λευκωσία: Υπηρεσία Ανάπτυξης Προγραμμάτων (http://www.nap.pi.ac.cy). 		

	<ul style="list-style-type: none"> • Βρεττού Παρασκευή Κοφιδά (Επ.). (2011). <i>Σχολική Έρευνα και Διδακτική της Ιστορίας: Από το βίωμα στην ιστορική γνώση</i>. ΑΘΗΝΑ: Γρηγόρη • Ροδοσθένους – Μπαλάφα Μαρίνα, (2017), <i>Δημιουργική Διδασκαλία της Λογοτεχνίας</i>, ΑΘΗΝΑ: ΓΡΗΓΟΡΗ • Lecturer's Notes (2021)
Assessment	essay assignments, final exam, class participation.
Language	Greek

Course Title	Teaching Art Concepts and applications in Elementary School				
Course Code	EDUE 350				
Course Type	Elective				
Level	undergraduate				
Year / Semester	3 rd year, 6 th semester				
Teacher's Name	Dr. Eliza Pitri				
ECTS	5	Lectures / week	1.5 hour / week	Laboratories / week	1.5 hour / week
Course Purpose and Objectives	<p>For the students to:</p> <ul style="list-style-type: none"> • Enrich their knowledge of the methodology of teaching visual art concepts, such as visual elements and principles of design and their applications in primary school. • Broaden their knowledge on the methodology of art education and contemporary methods of approaching the visual arts in primary school. • Recognize the similarities between contemporary and older periods/styles in art history and explore ways of using art works for elementary school children's aesthetic development. 				
Learning Outcomes	<p>For the student to:</p> <ul style="list-style-type: none"> • Select specific forms of folk art cross culturally and organize ways of utilizing them in education. • Select across disciplines concepts that derive from describing artworks and organize educational applications. • Identify and describe in detail the visual elements and principles of design in art works. • Experiment with various means of artistic expression and apply specific art-related concepts mainly for developing visuals as teaching aids for elementary school. 				

Prerequisites	EDUE 150 EDUS 200	Required	None
Course Content	<ol style="list-style-type: none"> 1. Creativity and innovation in education. 2. De Bono's Sith thinking Hats. 3. Storytelling, play and artmaking. 4. Point. 5. Texture. 6. Line. 7. Color – value, hue. 8. Shape. 9. Pattern. 10. Symmetry. 11. Form, volume. 		
Teaching Methodology	Lectures, individual and group work, discussion forums, studio assignments and presentations.		
Bibliography	<p>Ξανθάκου, Γ. (2019). <i>Δημιουργικότητα και καινοτομία στο σχολείο και την κοινωνία</i>. Αθήνα: Διάδραση. ISBN: 9789609539548</p> <p>Marshall, J. & Donahue, D. M. (2014). <i>Art-centered learning across the curriculum</i>. New York, NY: Teachers College Press. ISBN: 978-0-8077-5581-5 (paperback) -5582-2 (hardcover) -7326-0 (eBook)</p>		
Assessment	Studio work - instructor and peer feedback, individual mid-term assignment, final exam.		
Language	Greek		

Course Title	School Experience II
Course Code	EDUE 397
Course Type	Compulsory
Level	Undergraduate
Year / Semester	3 rd year / 5 th semester
Teacher's Name	Dr Hadjipanteli Angela

ECTS	5	Lectures / week	1.5 hours per week	Laboratories / week	1.5 hours per week
Course Purpose and Objectives	<p>Purpose</p> <p><i>School Experience II</i> is a reflection of the transition from the theory to praxis. The central feature of this course is the opportunity given to the students to teach, for first time, in classes of primary school. Therefore, the essential scope of School Experience II is the students to exercise their scientific and professional knowledge, applying pedagogical and teaching approaches they have been taught. The students go to schools twice a week, for nine consecutive weeks. They are called to design and implement sixteen teaching sessions.</p> <p>Objectives: With the completion of the course, students will be able:</p> <ul style="list-style-type: none"> • To prepare a lesson plan, giving attention both to the selection and construction of activities, in relevance with the objectives of teaching. • To select the appropriate teaching methods and approaches in relation to the areas of curriculum and the indicators of success. • To employ teaching strategies and techniques with which can be achieved the awakening of the pupils' interest and attentiveness as well as their energetic involvement in the process of teaching/learning. • To argue about the effectiveness/non effectiveness of specific teaching decisions and actions that they implement during the course of teaching. • To discern both the key characteristics and learning profile of the pupils' age of their class. 				
Learning Outcomes	<p>With the completion of the course, students will be able:</p> <ol style="list-style-type: none"> 1. To design, organise and implement lesson plans in different areas of the curriculum, adopting a diversity of teaching methods and approaches. 2. To develop their teaching skills and strategies concerning the design of the learning environment, the management of class and the communication with pupils. 3. To self-evaluate their own teaching approaches and pedagogical decisions, commenting critically both on positive and weak points. 4. To use different pedagogical approaches in cases of pupils' indiscipline, depending on their type and gravity. 5. To interpret the teacher's various roles in the school community, pointing out the responsibilities of each one. 				
Prerequisites	EDUE 297	Required		None	

Course Content	<ol style="list-style-type: none"> 1. Skills of design and organisation of a lesson plan 2. Construction of activities – Writing of objectives 3. Criteria of selection and appropriateness of audio-visual aids 4. Principles for the preparation of pupils' leaflets 5. Concept of tedious teaching – Criteria of understanding the pupils' level of knowledge 6. Pedagogy of differentiated teaching – Factors of differentiated teaching 7. Strategies of differentiated teaching 8. Management of class – Discipline/indiscipline: The teacher's verbal and non verbal interventions 9. Conditions of indiscipline caused by the teacher 10. The teacher's various roles and responsibilities
Teaching Methodology	Lectures, individual/team activities, workshops, discussions of video-taped teaching sessions, attendance of the schedule of a class, design and implementation of 16 lesson plans, systematic self-assessment, feedback on the students' performance of teaching, individual reading and research of bibliography
Bibliography	<p>Avgitidou, S., Tzekaki, M., & Tsafos, B. (2016). <i>The prospective teachers observe, intervene and reflect</i>. Athens: Gregore.</p> <p>Cowley, S. (2002). <i>Teaching the naughty pupils how to behave in classroom</i>. Trans. Tatiana Touzloucof. Athens: Thymari.</p> <p>Kokidou, M. (2014). <i>The animation in teaching – learning</i>. Athens: Fagotto books.</p> <p>Matsagouras, H. (2008). <i>The school class, volume A´</i>. Athens: Gregore.</p> <p>Ministry of Education and Culture (2010). <i>Curriculum for pre-primary, primary and secondary education, Volumes A & B</i>.</p> <p>Tomlinson, C. A. (2004). <i>Differentiation of work in the classroom</i>. Trans. Ch. Theofilides & D. Martidou - Forcie. Athens: Gregore.</p> <p>University of Nicosia (2021). <i>Guidance of school experience</i>.</p> <p>Σαλβαράς, Ι. (2021). <i>Παρατήρηση και Αξιολόγηση της Διδασκαλίας</i>. Αθήνα: Γρηγόρης.</p>
Assessment	Participation in workshops, individual/group activities, individual portfolio with lesson plans and self-assessment of teaching sessions, attendance of teaching sessions in school, final written examination
Language	Greek

Course Title	Special Topics in Mathematics Education				
Course Code	EDUE 431				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	2.5 hour lecture/ week	Laboratories / week	0.5 hour lab/ week
Course Purpose and Objectives	Study of specific topics of mathematics education, though examination of the relevant international literature. This class is for students following the specialization in Mathematics Education and equips them with specialized knowledge of the field				
Learning Outcomes	<p>Upon completion of this module, students should have developed skills for critical analysis of the relevant literature. More specifically, they shall</p> <ul style="list-style-type: none"> • Know about various approaches in mathematics teaching (i.e. Realistic Mathematics Education) • Know about current trends in assessment and evaluation • Study and evaluate critically published papers from mathematics education research 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Special topics from mathematics education in the elementary school (i.e. fractions, decimal numbers, patterns, geometry) • Teaching mathematics to special groups of pupils (i.e. gifted children, children with learning difficulties, immigrant and other-language children) • Topics from the philosophy of mathematics • The concept of mathematical proof and its introduction to elementary school pupils • The use of the history of mathematics in teaching the subject • Current trends in assessment and evaluation of mathematics learning 				
Teaching Methodology	Lectures, individual and group work				
Bibliography	<ul style="list-style-type: none"> • Lecturer's notes (2021) • Andrews, P. & Roland, T. (2014). <i>MasterClass in Mathematics Education. International Perspectives on Teaching and Learning</i>. Bloomsbury 				

	<ul style="list-style-type: none"> • Κολέζα, Ε. (2019). <i>Θεωρία και Πράξη στη διδασκαλία των Μαθηματικών</i>. Εκδόσεις ΤΟΠΟΣ.
Assessment	<ul style="list-style-type: none"> • Active participation in class • Critical analysis of published papers • Group assignment on a topic related to the course's content • Presentation of group assignment • Final exam
Language	Greek

Course Title	Integration of Contemporary Technology in the Teaching of Mathematics				
Course Code	EDUE 432				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Anastasia Datsogianni				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0
Course Purpose and Objectives	<p>The purpose of this course is to familiarize teachers with the technological tools available for teaching and learning of mathematics and to assist teachers in integrating these tools in their teaching practice. The course is structured in two strands. The first strand provides a brief introduction on the learning theories of mathematics education and the role of technology and the second strand is organized on the ideas of spreadsheets and databases in the development of mathematical concepts, the evolution of dynamic geometry environments in the problem solving process and the development of ideas in geometry and measurement, the use of internet in the teaching of mathematics, and the use of programming tools in the teaching and learning of mathematics.</p>				
Learning Outcomes	<p>Upon completing the course students should be able to:</p> <ul style="list-style-type: none"> • Mention the learning theories of mathematics education and the role of technology • Demonstrate the use of dynamic geometry environments in the learning of geometry and the development of spatial reasoning skills • Demonstrate sound knowledge of the use of Web 2.0 tools • Analyze the use of programming tools in the development of problem solving thinking skills • Design technology based activities for teaching concepts from algebra, geometry, statistics and probability • Design technology based activities for problem solving and posing, and for modeling complex problems 				

Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> • Learning theories of mathematics education and technology (Skinner, Piaget, Vygotsky, Papert, neo-constructivist theories) • Internet and lifelong learning • Software and hardware developments • Applets, drill and practice applications, simulations, microworlds, authoring and programming tools <ul style="list-style-type: none"> ○ Tablet Pc, smart devices, interactive whiteboards, smart tables • Web 2.0 tools • Dynamic geometry environments for teaching 2D and 3D geometry (Euclidraw, Geogebra, Dalest) • Statistics and probability (Fathom, Tinkerplots) • Programming tools (Microworlds Logo, Scratch) 		
Teaching Methodology	Lectures, individual and group work, student presentations, discussions		
Bibliography	<p>Oldknow, A., Taylor, R., & Tetlow, L. (2010). <i>Teaching mathematics using ICT</i>. A&C Black.</p> <p>Raptis, A., & Rapti, A. (2021). <i>Learning in Teaching in the Information Age</i>. Athens.</p> <p>Arvanitis T., & Toumasis, M. (2003). <i>Teaching Mathematics with Computers</i>. Athens: Savvalas.</p>		
Assessment	Formative assessment (Midterm and Final Exams), Collaborative work, Presentations, discussions and peer-feedback, participation		
Language	Greek		

Course Title	Contemporary Approaches in Science Education				
Course Code	EDUE 440				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 7 th semester				
Teacher's Name	Dr. Evagorou Maria				
ECTS	5	Lectures / week	3 hour lecture/ week	Laboratories / week	0

Course Purpose and Objectives	<p>This course aims at introducing prospective elementary teachers to contemporary paradigms, approaches, methods and strategies for teaching science at the elementary school.</p> <p>In this course, the students will:</p> <ul style="list-style-type: none"> • Develop knowledge about contemporary theoretical perspectives applied in science education • Develop argumentation skills and associate pedagogical knowledge in order to teach science as argument • Develop understandings about the nature of science • Design instructional approaches based on theories of learning and research findings • Develop knowledge and skills of teaching science in contemporary manner in line with recommendations for reform. 		
Learning Outcomes	<p>With the completion of the course, the students will:</p> <ol style="list-style-type: none"> 1. Analyze contemporary theoretical approaches and related research regarding science teaching and learning. 2. Explain their personal teaching philosophies of teaching and learning. 3. Develop basic scientific inquiry skills. 4. Be able to design inquiry-based instructional activities. 5. Develop contemporary understandings about the nature of science and the work of scientists and design instructional activities to teach the nature of science. 6. Develop basic research skills that will enable them to interpret current research findings regarding students' ideas about science. 		
Prerequisites	EDUE-340	Required	None
Course Content	<ol style="list-style-type: none"> 1. Recent trends in science teaching and learning. 2. Constructivism and science education. 3. Using the constructivist model in the teaching of science in primary schools. 4. Inquiry based science and problem solving. 5. Conceptual Change theory. 6. Socio-constructivist theories of learning: the role of language in science. 7. The use of technology. 8. Designing teaching sequences. 		
Teaching Methodology	Designing teaching sequences, assignments, student presentations, lectures.		
Bibliography	<p><u>Required</u></p> <p>Ευαγόρου, Μ. & Αβρααμίδου, Λ. (2012). <i>Σύγχρονες προσεγγίσεις στη διδακτική των φυσικών επιστημών</i>. Αθήνα, Διάδραση.</p> <p>Achieve. (2012). <i>The Next Generation Science Standards</i>. Retrieved from: http://www.nextgenscience.org/</p>		

	<p><u>Additional</u></p> <p>Duschl, R. A., Schweingruber, A., & Shouse, A. W. (2007). <i>Taking science to school: Learning and teaching science in grades K-8</i>. Washington DC: The National Academy Press.</p> <p>Evagorou, M., Alexis Nielsen, J. & Dillon, J. (2020). <i>Science Teacher Education for Responsible Citizenship: Towards a pedagogy of relevance through socioscientific issues</i>. Springer. ISBN 978-3-030-40228-0</p> <p>Evagorou, M. & Puig, B. (2017). Engaging Elementary School Pre-service Teachers in Modeling a Socioscientific Issue as a Way to Help Them Appreciate the Social Aspects of Science. <i>International Journal of Education in Mathematics, Science and Technology</i>. DOI: http://dx.doi.org/10.18404/ijemst.99074</p> <p>Moje, E., Collazo, T., Carrillo, R., & Marx, R. W. (2001). Maestro, what is quality? Language, literacy, and discourse in project-based science. <i>Journal of Research in Science Teaching</i>, 38(4), 469-498.</p> <p>Norris, S., & Phillips, L. (2003). How literacy in its fundamental sense is central to scientific literacy. <i>Science Education</i>, 87, 224-240.</p>
Assessment	Formative and Summative, assignment, group assignment, final exam
Language	Greek

Course Title	Instructional Technology in Science Education				
Course Code	EDUE 441				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	4 th year / 8 th semester				
Teacher's Name	Dr. Evagorou Maria				
ECTS	5	Lectures / week	3 hours lecture/ week	Laboratories / week	
Course Purpose and Objectives	<p>The students will:</p> <ul style="list-style-type: none"> • Explore the various uses of databases and the purposes for which they could be used • Use computer and we-based applications in science teaching and learning • Explore various software related to science teaching • Use Internet applications for the design and implementation of science instructional activities 				

	<ul style="list-style-type: none"> Evaluate technology-based curriculum materials and instructional activities Design technology-enhanced science lesson plans 		
Learning Outcomes	<p>With the completion of the course, the students will:</p> <ol style="list-style-type: none"> Use computer applications for science teaching and learning at the elementary school Develop appropriate pedagogical strategies and methods for the use of various technology tools in science teaching Explore a variety of technology tools: modeling tools, information and communication tools, databases, synchronous and asynchronous communication, teleconferencing, social networking tools, mobile technologies and virtual reality tools 		
Prerequisites	EDUE-340	Required	None
Course Content	<ol style="list-style-type: none"> Historical development of science teaching with the use of technology Learning theories and their impact on the design of learning technologies Categories and characteristic of learning technologies: <ol style="list-style-type: none"> Drill and practice Databases Electronic libraries Modeling tools and simulations World wide web & web-based applications AR/VR and applications in science education Electronic games and science Social networking tools in science teaching Distance learning 		
Teaching Methodology	Designing teaching sequences, assignments, lectures, workshops, experiential seminars, individual and group work, student presentations.		
Bibliography	<p><u>Υποχρεωτική</u></p> <p>Ευαγόρου, Μ. & Αβρααμίδου, Λ. (2012). <i>Σύγχρονες προσεγγίσεις στη διδακτική των φυσικών επιστημών</i>. Αθήνα, Διάδραση.</p> <p>Arici, F., Yildirim, P. Caliklar, S., & Yilmaz, R. (2019). Research trends in the use of augmented reality in science education: Content and bibliometric mapping analysis, <i>Computers & Education</i>, V.142.</p> <p>Sahin, D. & Yilmaz, R. (2020). The effect of Augmented Reality Technology on middle school students' achievements and attitudes towards science education, <i>Computers & Education</i>, Volume 144.</p>		
Assessment	Group assignment and presentation, Final Exam		
Language	Greek		

Course Title	School Experience III				
Course Code	EDUE 497				
Course Type	Compulsory				
Level	Undergraduate				
Year / Semester	4 th year / 8 th semester				
Teacher's Name	Dr Hadjipanteli Angela				
ECTS	15	Lectures / week	1 hour per week	Laboratories / week	1 hour per week
Course Purpose and Objectives	<p>Purpose</p> <p><i>School Experience III</i> is foremost a practical course, which gives the students the possibility to expand their teaching experience and pedagogical readiness. Therefore, its main purpose is the gradual development of the students' professional competence, making them capable to undertake with autonomy their pedagogical-teaching accountabilities. The practicum in primary schools lasts for ten weeks and the students are called to teach 90 forty-minutes lessons.</p> <p>Objectives: With the completion of the course, the students will be able:</p> <ul style="list-style-type: none"> • To apply teaching methods and strategies with effectiveness, promoting so the pupils' activation and creativity. • To design, organize and implement weekly schedules of teaching in different areas of the curriculum. • To manage the pupils with accountability and flexibility outside of the classroom (e.g., break time, educational visit-excursion, school fiestas and events), exploiting appropriate pedagogical strategies. • To exercise the virtues of respect and cooperation with the different persons of the school community (teachers, headmaster, assistant staff, parents etc.). 				
Learning Outcomes	<p>With the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. To develop a dynamic relationship with the process of teaching so that they will be ready to form their own teaching/pedagogical culture. 2. To evaluate their teaching practices, using a scientific approach and presenting their effectiveness, which is expected to be based on positive and weak points and, also, on suggestions for improvement. 				

	3. To understand in depth the diversity of the teacher's roles and the accountabilities that stem from them, recognising the importance of each one in relevance with the indicators of efficacy.		
Prerequisites	EDUE 397	Required	None
Course Content	<ol style="list-style-type: none"> 1. Professionalism and consistency in the space of school 2. Themes regarding the application of the practicum programme 3. Design, preparation and implementation of lessons from different areas of curriculum 4. Creative teaching – Pupils' activation and creativity 5. Integration of collaborative learning in teaching – Organisational strategies of group work 6. Themes of classroom space organisation 7. Themes of management of class 8. Innovations in teaching 9. Differentiation of teaching 10. Self-assessment and reflection on practicum from different perspectives (instructive, communicative, social, ethical). 		
Teaching Methodology	Lectures, workshops, individual/group work, group discussions, practicum in primary schools, presentations of creative teaching practices by students, reflective diary, personal supervision of the students' practicum, attendance and feedback on the students' teaching practices		
Bibliography	<p>Avgitidou, S., Tzekaki, M., & Tsafos, B. (2016). The prospective teachers observe, intervene and reflect. Athens: Gregore.</p> <p>Bakaloudi, D. A. (2012). <i>Teaching methods and assessment in the modern school</i>. Thessaloniki: Antoni Stamouli.</p> <p>Kokidou, M. (2014). <i>The animation in teaching – learning</i>. Athens: Fagotto books.</p> <p>Ministry of Education and Culture (2010). <i>Curriculum for pre-primary, primary and secondary education</i>, Volumes A & B.</p> <p>Sofos, A. (2015). <i>Designing scenarios of teaching for students' practicum</i>. Athens: Gregore.</p> <p>University of Nicosia (2021). <i>Guidance of school experience</i>.</p> <p>Σαλβαρας, Ι. (2021). <i>Παρατήρηση και Αξιολόγηση της Διδασκαλίας</i>. Αθήνα: Γρηγόρης.</p>		
Assessment	Participation in workshops/seminars, attendance of teaching sessions in school, professionalism and consistency, individual portfolio, assessment by students' mentors		
Language	Greek		

Chapter 6 – Internal Regulations

6.8 Excellence in Teaching Award

Philosophy

The Excellence in Teaching Award is awarded every year to a member of the academic staff. The aim of the Award is to recognize teaching excellence and to improve the quality of teaching among the wider University Community.

Type of Prize

The Award consists of a monetary amount worth 3000 euros, which is accompanied by a Certificate of Recognition (plaque). The Award will be presented during the University of Nicosia Undergraduate Graduation Ceremony.

Evaluation Committee

The Evaluation Committee consists of the Vice-Rectors, the School Deans and a student representative. Where deemed necessary, the Committee reserves the right to invite external assessors for the evaluation of candidates.

Eligibility and Submission of Nominations

Following an open call for proposals, students and/or faculty members are invited to submit applications in support of candidates whom they have nominated. The applications are submitted to the Office of the Vice-Rector for Faculty and Research who is the Committee Chair. Applications may be submitted either by a group of students (at least two), by a faculty member, or by the Department Council. A faculty member may also nominate him/herself as a candidate.

Special Provisions

1. Members of the Evaluation Committee cannot be considered for the Excellence in Teaching Award.
2. Each application must refer to only one faculty member and not to a group of academics.
3. A faculty member will not be eligible to receive the award twice.
4. There is no limit to the number of candidates who may be nominated from the same Department and, by extension, the same School.

6.8.1 Nomination and Evaluation Criteria

Nominated candidates should meet at least one of the following criteria:

- (a) The candidate's approach to teaching promotes effective learning is of a consistent quality and is innovative**
- Developing innovative teaching approaches with successful results;
 - Using a variety of teaching methods to actively involve students in learning activities;
 - Teaching that meaningfully inspires and impacts students;
 - Exemplary achievements on the part of his/her students (social contribution, etc.);

- Utilizing real-world problems, projects or case studies;
- Utilizing the results of the student evaluation questionnaires in order to re-evaluate teaching approaches or activities and enhance students' learning efforts.

(b) Using appropriate teaching and learning resources and tools

- Providing students with useful detailed up-to-date reading and other material;
- Utilizing innovative types of learning tools;
- Applying a variety of approaches to student assessment;
- Encouraging active student participation in the course activities and in the use of appropriate materials;
- Enhancing and utilizing learning environments that inspire and maintain the interest of students.

(c) Exemplary guidance and support towards students

- Developing effective communication skills to students;
- Developing and implementing teaching activities that inspire and engage students;
- Responding or dealing effectively with student needs;
- Exemplary dedication to teaching and, correspondingly, to students;
- Changes designed to modulate teaching in mixed-ability audiences.

(d) Reassessing and updating the subject matter

- Reformulating and updating the course curriculum;
- Making sure that the curriculum should be in line with developments in the relevant scientific field;
- Ensuring that the curriculum is aligned with political, social, economic, and institutional developments in Cyprus, in the European Union and in the rest of the world.

(e) The candidate's teaching has a wider impact beyond the University of Nicosia

- Invitations to teach or present at other universities or educational institutions;
- Connecting the course's activities to social or environmental action;
- Outreach teaching activities (social groups, underprivileged minorities, etc.);
- Cultivation and transferring of skills and competences;
- Preparing students for professional engagement/employment opportunities following the completion of their studies.

(f) Connecting Research and Teaching

- Connecting teaching to the individual's research focus and/or wider research related to the subject;
- Involving students in small-scale research projects over the duration of the course.

6.8.2 Nomination Process, Assessment and Awarding

1. Following the call by the Senior Vice Rector, applications should be submitted by the end of March;

2. The Chairperson of the Committee shall inform the candidates in writing of their nomination, and will request the submission of the candidate's CV and all other required documentation to support the case (to be submitted to the Committee) – mid-April;
3. Review of the submitted proposals. At this stage, any proposals that do not meet the eligibility criteria and which are not accompanied by the necessary documents will be excluded – end of April;
4. The Committee will convene for a special session to evaluate the valid proposals and, subsequently, make a final decision concerning the Award, based on the overall score – end of May;
5. The Excellence in Teaching Award will be presented during the University Undergraduate Graduation Ceremony – June.