

Professor/ Lecturer	Code	Title	ECTS	Description
Chourdakis Antonios	A05Π06	Gendered history of education in the digital age	4	The course will present the formation of the field of gender history and the theoretical and methodological approaches that have changed the historiographical practice in recent years in the field of history and in particular the history of education, questioning male-centric views on history in general, examines the relationships between genders as social constructions, shaping historical reality, which is constantly changing and reformulating. Emphasis will be placed on the interdisciplinary character of certain terms and concepts concerned with gendered educational history, as well as on the fields in which the use of the historical category of gender and its relationship to other historical entities has brought about wider shifts in the perspective of the educational past. Studies will be presented around the 'entry' of women into education and the labor market and its effects on the formation of domestic and social space. Based on the Greek but also the international example, the social representations of gender that shape concepts and categories, the terms and ideological processes of gender from the 19th to the 21st century that were considered to have fundamentally determined the construction of gender in society, politics, culture and education, connecting by gender the public and private spaces (visibility or invisibility). At the same time, texts written by educators, doctors, intellectuals, and by literate women of the 19th and 20th centuries in Greece and internationally will be examined. At the same time, a variety of digitalized school records, textbooks and student records that have been digitized and the possibilities they provide us to better approach the field of gender educational history and childhood will be used.
Chourdakis Antonios	A10Σ06	The educational policies of the Venezelian and anti-Venezelian governments in the Greek state through their historical formation and paths	5	The seminar first seeks to contribute to the renewal of the debate on Venizelos' educational policy at the level of intentions, planning and implementation, presenting a series of texts from the period in which Venizelos lived and worked both in Crete, uncovering a largely unknown aspect of the educational activity of the Greek politician in his birthplace, as well as when he assumed the prime ministership in Greece, seeking to complete the studies on the intentions of the governments of Venizelos in the educational matters of the Greece. The subject of the course is the history of educational policy at the end of the 19th and the first quarter of the 20th century through the investigation of the main aspects of the policy of the Greek politician in the field of education, starting with the Cretan State and included in its socio-political and historical development seasonal. Among other things, the course examines the philosophy and orientations of this politician, the institutional framework of Venizelos' educational policy, the relationship between education and language, church-state relations in the field of education, the connection of the school with the labor market and the effort of intercepting classicism, reforms, goals and programs of the time, etc., based on the available evidence (analog and digitized materials). Legislative drafts, laws, government decrees, Parliament Minutes, government and party programs of the liberals, articles on education, speeches and purchases on education of Eleftherios Venizelos in the Parliament, publications in the press about his education policy, and reflection in the context of contemporary educational policies.
Pella Calogiannakis	A07Π03	Education in Africa, Asia and Latin America	4	Educational systems in Africa, Asia and Latin America. Comparative Approaches and Innovations. Emphasis in Primary Education and Teachers Education. Problems and Perspectives- Good Practices- Comparative approach -the Greek case, global crisis in Education-connections with the education of the human-citizen in the 21st century.
Pella Calogiannakis	A02Σ02	Socialization and Political Socialization: modern approaches	5	Socialization and Political Socialization- conceptual approaches-agents of socialization and political socialization of modern human-citizen- emphasis on the role of school-examples from Greece and International paradigms.
Aspasia Chatzidaki	A06Π15	Linguistically and Culturally Responsive Teaching	4	The aim of the course is to acquaint student teachers with issues related to cultural and linguistic diversity in schools and to provide them with skills and knowledge which will help them build intercultural competence. The course involves discussion of theoretical frameworks and approaches which treat diversity as an asset in educational contexts as well as models which focus on supporting all children academically.
Aspasia Chatzidaki	A08Π01	Issues in teaching Greek as a second language	4	The course will help future teachers develop skills and competencies with regard to a) Second Language Acquisition, b) teaching methodologies, c) practices to support the development of language skills, vocabulary and grammar, d) proficiency assessment. It also discusses pedagogical approaches which help emergent bilinguals integrate successfully into the Greek educational system.
Konstantinos Karras	A01 Π01	Introduction to Pedagogy	4	The primary aim of this course is to introduce students to the field of Educational Sciences and to the teaching profession. The main themes of the course will be explored through lectures, as well as through student projects and assignments, with the goal of fostering an understanding of key terms, concepts, phenomena, events, figures, and conditions related to contemporary Pedagogy. Through the course, students are expected to: become familiar with the fundamental concepts of the "Sciences of Education" and the meanings of terms such as education, instruction, training, etc., through a historical perspective; understand the main pedagogical ideas and movements within the field of Pedagogy, and distinguish its major branches; gain insight into the general issues of the teaching and learning process, primarily through the theory of Curriculum Studies; reflect on the role of the modern educator and the relationships they develop with their students within today's classroom environment; critically examine primary school textbooks, both in terms of content and pedagogical approach; analyze key issues related to fostering a creative classroom climate through innovative teaching approaches; engage in discussions on contemporary issues in the field of Educational Sciences that arise both within and beyond the school context.
Angeliki Mouzaki	B05Π11	Specific learning disabilities in reading and spelling	4	The course is the basic introductory course for the study of basic topics of special learning disabilities. It refers to introductory concepts and clarifies main issues of the field such as learning difficulties in reading and specific reading disorder (dyslexia), diagnostic approaches, early detection and intervention. The model of response to intervention. The intervention and support of children with learning difficulties in reading and spelling. Phonological awareness and graphophonemic correspondences. Improving decoding and reading fluency. Enhancing reading comprehension and use of metacognitive study strategies.
Angeliki Mouzaki	B05Σ04	Language disorders in primary school	5	The seminar presents and analyzes issues of diagnosis and intervention of Developmental Language Disorder, extensive reference is made to intervention programs implemented internationally to improve children's language skills as well as issues of educational practice. Indicative sections are: The typical language development of children Contemporary interpretations and classification of developmental language difficulties and disorders. Oral language assessment methods in childhood and ethical issues. The role of the school psychologist, special pedagogue and the speech therapist in the assessment and intervention of speech disorders. Informal and weighted tests for assessing the development of phonological awareness. Vocabulary assessment. Language development on the autism spectrum and in children with genetic syndromes.
Elias Kourkoutas	B05Π06	Emotional and Behavioral Disorders	4	Psychosocial characteristics and functioning of children with Emotional/Behavioral Difficulties (EBDs) Individual and family dynamics in children with EBDs Risk and protective factors at the individual, family, social, and school level New theoretical models for approaching adverse and critical situations in school and family contexts Contemporary psychoeducational, psychosocial, and clinical/psychotherapeutic interventions for addressing behavioral and emotional difficulties, with the goal of promoting the inclusion of children within the school setting
Elias Kourkoutas	B05Σ09	School counseling for children with specific difficulties/disorders	5	The role of the school psychologist within the framework of inclusive philosophy in the field of school psychology Counseling and psychoeducational interventions for families of children and adolescents with specific difficulties/disorders Counseling, psychoeducational, and clinical interventions within school context for various types of difficulties/disorders in childhood and adolescence Counseling support for teachers
Vasiou Aikaterini	B03 Π18	Moral, Social and Emotional Learning	4	The course aims to study moral, social and emotional learning, with a focus on cultivating students' relevant skills. After completing the course, students are expected to: Understand social, emotional and moral learning issues. Critically comment on pedagogical approaches to student' social, emotional and moral development. Reflect on their own social, emotional and moral education. To plan social, emotional and moral learning activities. Identify ways to integrate social, emotional and moral learning activities into the lesson plan.

Vasiou Aikaterini	B03 Σ03	Classroom Organization and Dynamics	5	The aim of the seminar is to examine the fundamental principles of classroom organization and functioning, as well as the factors that influence its dynamics. Upon successful completion, students will be able to: Analyze the basic principles of classroom organization. Identify the factors that influence classroom dynamics. Apply behavior management strategies. Design and implement practices for creating a positive learning environment. Develop communication and collaboration skills between students and teachers.
Eleni Vasilaki	B01Π01	INTRODUCTION TO PSYCHOLOGY	4	The course "Introduction to Psychology", offered in the 1st semester of the Department of Primary Education, aims to establish foundational knowledge in the field of psychology. It explores human behavior and mental processes within the context of environmental influences, covering key topics such as the history of psychology, cognitive functions, personality development, stress, and mental health. The course enhances students' ability to read scientific studies, think critically, and apply psychological theories in educational practice, preparing them for more advanced psychology courses and their future roles as educators.
Eleni Vasilaki	B01Σ10	Memory: Structure , functioning and disorders	5	The seminar "Memory: Structure, Function, and Disorders" aims to provide an in-depth understanding of the cognitive subsystem of memory. It focuses on theoretical models and cognitive processes such as encoding, forgetting, recall, and different types of memory (working, long-term, episodic, semantic, autobiographical). The course also covers memory disorders and their neurobiological foundations, along with the relationship between memory and emotions. This seminar equips future educators with scientific tools to understand and enhance learning processes in the classroom, while simultaneously strengthening their cognitive, research, and teaching competencies.
Vasiliki Tsourtou	B02Π02	Developmental Psychology II	4	We will focus on social, emotional and cognitive sights of development during adolescence and emergent adulthood. We will study contemporary issues on adaptation and socialization of adolescents and young adults in new social and cultural contexts. Moreover, we will present relative empirical studies, aiming at students' familiarization with research methodology in developmental psychology.  Special thematic in adolescence: - Conceptual re-constructions - Theories of social cognition and moral development - Emotions' regulation - Psycho-social development in emergent adulthood
Vasiliki Tsourtou	B02Σ09	The role of family and school in the development of children and adolescents	5	We will discuss the role of family and school through eco-cultural studies on psychosocial, cognitive and emotional development from infancy to adolescence, focusing on middle childhood. We will emphasize on theories of social constructivism, social interaction, cultural context, emotional bonding and eco-systemic approach of human development. We aim at deep understanding of concepts of self-determination and socialization of children through their interaction with family and school community. Moreover, we will discuss the positive impacts of a sufficient cooperation between family and school on children's and adolescents' psychosocial and cognitive development.
Giannis Spantidakis	B03Π13	Learning and teaching of writing	4	The aim of the course is to make students aware of the complexity of writing as a teaching subject and the necessity for teaching interventions that are characterized by systematicity and scientificity. The contribution of writing to the development of metacognitive skills, to the promotion of school knowledge and to the improvement of the social status of student-writers. The role of metacognition and working memory in the production of written language and comprehension. Theories - models of reading and production of written language. Contemporary sociocultural and socio-cognitive approaches to written language. Textual genres. Text-centered-procedural approaches. Phases of written language production - writing and reading strategies. Principles of designing learning - teaching environments for written language in the context of cognitive apprenticeship. The role of the teacher and the importance of social-procedural facilitation in teaching writing.
Giannis Spantidakis	B03Π08	Learning difficulties in writing	4	Roles and skills of the student during the phases of writing (planning, recording, revising-improving) in relation to the writing context – Creator skills (goal setter, idea generator, organizer, evaluator)-cognitive and metacognitive skills – Secretarial skills (mechanical, handwriting, lexical, spelling, syntax skills) – Problems of writing – Problems of the "writer creator" – problems of cognitive-metacognitive skills – problems of planning, organizing and improving ideas – Problems of the "secretary" – Problems of mechanical skills: – Handwriting (Dysgraphia) – Spelling (Dysorthography) – Vocabulary – Punctuation, syntax, emphasis, usage case-sensitive – Basic assumptions of cognitive theories regarding problems of written language – Forms of formal and informal assessment of written work and corresponding tools: – metacognitive assessment – performance assessment – outcome assessment – assessment of mechanical skills – Basic principles and teaching actions for effective supportive teaching - design examples – Forms of supportive teaching - Cognitive apprenticeship – Cognitive strategies (generation, organization and improvement of ideas). – Strategies for developing metacognitive skills (Collaborative writing, metacognitive control). – Techniques/strategies for supporting mechanical skills (writing techniques, spelling techniques, vocabulary techniques). – Design, implementation and evaluation of Individualized Educational Programs – Multimedia and problems of written language production.
Maria Ivrinteli	Γ01Π01	Curriculum: Theory and Praxis	4	The aim of the course is to develop basic knowledge, skills and attitudes regarding the various concepts, principles, and forms of writing, developing and using curricula. Emphasis will be placed on the selection, prioritization, acquisition and distribution of school knowledge, the results of ethnocentric education, educational policy, its aims and objectives, the factors that shape them, and other related concepts. We will also focus on the relationship of curricula with the concept of citizenship, as well as the effects that their nature creates on the development of identity and the management of diversity. In addition, the impact of curriculum on other internal functions of the school, the national character of knowledge, ethnocentric tendencies, the European dimension of education, as well as the ecumenical issues in curricula will be examined. Finally, our interest will focus on the relationship between elementary school textbooks and the curriculum, the role they play in school reality, the implementation of the goals and objectives of the curriculum through the specific textbooks currently used in elementary schools and, finally, the selection and development of teaching materials by the teacher himself/herself.
Maria Ivrinteli	Γ01Π05	Curriculum and Cinema	4	The aim of the course is to develop basic knowledge, skills and attitudes regarding the possibilities of using and utilizing cinema during the process of developing and using the intended and implemented curriculum within the context of the Greek Primary School. Particular emphasis will be given to the relationship of cinema with the curriculum of the primary school, to the role it can play within the school reality, to its integration into the curriculum, as well as to its contribution to the implementation of its goals and objectives and, finally, to the selection and development of appropriate teaching material by the teacher himself/herself.
Nelly Kostoulas	Γ02Π09	Didactics and Education for Sustainable Development	4	In the context of this course the aim is for students to move from theory to practice, applying the principles of transformative pedagogy to education for sustainable development and especially to teaching approaches related to it.
Marinos Anastasakis	Γ02Π03	Alternative teaching/learning paradigms and their theoretical foundation	4	The aim of the course is to introduce future teachers to a framework of theoretical concepts and applied teaching techniques which, as a whole, make it possible to realize the developmental potential of both students and the future educators themselves.
Marinos Anastasakis	Γ02Σ10	Conceptual development through the lens of the Cultural-Historical Theory	5	The course focuses on the process of concept formation and development through the lens of Cultural-Historical Theory. Emphasis is placed on the functions of the word (referent, meaning, sense), the stages of concept development (syncretism, complexes, conceptual thinking), everyday and scientific concepts, and the Zone of Proximal Development
Argyris Nipyraakis	Γ02Σ01	Theory and methodology of teaching	5	
Argyris Nipyraakis	Γ02Π04	Lesson design and development of educational material	4	

Vassiliki Vassiloudi	Δ01 Π03	"Children's Literature"	4	<p>The course aims at familiarizing prospective teachers with the basics of the theory and history of Children's and Young Adult Literature. Students familiarize themselves not only with the classics but also with contemporary works of Greek and International Children's Literature, and construct "an internal library" while at the same time they establish aesthetic and pedagogical criteria for the selection of children's literature. Drawing on a canonical sample of children's literature, the following issues are approached:</p> <ul style="list-style-type: none"> <li>-Definitions and limits of Children's Literature and Childhood as constructs in Western thinking</li> <li>-Censorship in its various manifestations (political censorship, pedagogical censorship and self-censorship) through exemplary texts</li> <li>-The transformation of philosophical discourse into children's literature. The game of rules and transgressions</li> <li>-Political allegory, historicity and fairy tales</li> <li>-The political myth of the castaway or the adventure of a transposition</li> <li>-Historical novel and bildungsroman: the case of WWII novels</li> <li>-Adaptation as a process and a product in the field of Children's Literature</li> <li>-From Carroll to Rodari all the way down to Trivizas: creative routes and imagination</li> <li>-Pedagogical use of children's literature – the formation of reading communities in formal and informal educational settings</li> </ul>
Vassiliki Vassiloudi	Δ01 Π13 (Y)	"Modern Greek and European Literature: Narrative Identities"	4	<p>The course takes on a comparative angle in the approach of classic and contemporary European and Greek literature as well as of their intermedial adaptations. It offers a coherent overview posing common questions to different texts. It focuses on the topic of World War II, offering insights into some issues in different contexts: the Occupation in Greece and France, the attitude of the German people to the Nazi tide and the management of trauma by the post-war generations, the Holocaust, the hidden children, the concentration camp experience, and the Greek Civil War. These subtopics suggest how the raw historical material is narrativized, absorbing the socio-political reality at the time of their production; they also reveal different and common narrative and national identities through the employment of certain historical events. The corpus of the course comprises genres such as the memoir, the diary, the picturebook, the historical novel, the bildungsroman, the picturebook and the graphic novel as intermedial adaptation. The following issues are approached:</p> <ul style="list-style-type: none"> <li>-Ways of employing the historical material</li> <li>-Memory and post-memory and their role in the construction or de-construction of national identities</li> <li>-Trauma literature</li> <li>-Literature of guilt</li> <li>-Resistance literature</li> <li>-Literature from the perspective of victims</li> <li>-Literature about the concentration camp experience</li> <li>-Intermediality and adaptation: WWII in films and graphic novels</li> <li>-War in school culture (national anniversaries, reading engagement, celebrations, memory and oblivion, and misrepresentation)</li> <li>-Pedagogical use of WWII literature in the context of formal and informal educational settings</li> </ul>
Maravelakis	Δ05Σ09	Modern and Contemporary history through literature and cinema	5	
Maravelakis	Δ05Π04	Modern Greek and European history	4	
Eleni Katsarou	Δ06Σ03	Critical Digital Literacy	5	<p>The seminar aims to train students in the critical reading and writing of digital texts, in recognizing the characteristics of fake news, in understanding the concept of digital citizenship, and in exploring ways to promote it in the classroom. To achieve these goals, it will include lectures, educational activities, and student projects related to: critical literacy, the features of digital environments, the phenomenon of misinformation, issues of visual literacy and multimodal communication, and, of course, digital citizenship.</p>
Vasia Tsami	Δ01Π37	Language, Society & Education	4	<p>In this course, we study basic issues concerning the relationship between society, language and education. In particular, the course begins with the historical, political and scientific context in which the field of sociolinguistics was developed. Then, we examine various dimensions of linguistic diversity according to geographical areas, social parameters and communicative circumstances. Issues of sociolinguistic inequalities and prejudices in the educational context are also discussed. Next, we explore the institutions, the stages and the goals of language planning, and we link language planning to language rights. Finally, basic issues of sociolinguistic research, such as data collection techniques and research ethics, are touched upon.</p>
Vasia Tsami	Δ01Σ38	Text: From linguistic theory to teaching practice	5	<p>In this seminar we approach language as a text which is always situated in a specific communicative context. Given the predominant role that the communicative approach play (or should play) in language teaching, it is important to identify the factors by which the composition of a written, oral, or multimodal text is achieved. This course can help future educators realize that a text is not merely a linear sequence of words and sentences, but it consists of a multilayered and multidimensional organization.</p>
Kostis Christidis	Δ03Α01	Visual art expression of the child: painting & applications	4	<p>The aim of the course is to understand the phenomenon of art in the life and education of man in general. In this context, the techniques of painting are approached as a linguistic system of visual signs, symbols and images that every child, every human being, can learn to read and express. The course is an introduction to the study of basic theoretical principles and techniques of painting.</p>
Kyriaki Trichaki	Δ03Α08	INTRODUCTION TO MUSIC	4	<p>The aim of this course is to introduce students to the multidimensional and multifaceted nature of Music and Music Education. The specific objectives of the workshop are to raise awareness on arts issues and to develop the audition of the participants through active listening. Through a variety of examples and activities, students can expand their listening environment, be exposed to music genres that might have been unaware of, with the ultimate goal of cultivating their critical ability in terms of artistic creation, and thus becoming musically intelligent listeners, and generally artistically awakened active individuals. It aims at the overall aesthetic perception of students, the improvement of their expressiveness and their familiarization with the Arts. Practically, many different genres of music will be heard, from various eras -musicology - and areas -ethnomusicology – accompanied by related activities.</p>
Kyriaki Trichaki	Δ03Α09	MUSIC EDUCATION	4	<p>The aim of the course is to develop the creativity and musicality of the participants, which is achieved through the emergence and evaluation of the basic characteristics of the main music-pedagogical approaches, with reference to the theoretical principles that govern them and their practical application. The specific objectives of the workshop are the active participation in musical practice and the encouragement of participants in the experience. Understanding artistic multimodality, highlighting creativity as a pedagogical practice and unschooling knowledge are also at the centre. At the same time, participants try to understand that through the arts learning does not only aim at cognition, but at the same time at the senses, thus leading to a deeper understanding of cultural, political and social development, as well as to the decoding of the "old", the deconstruction of the "given" and the exploration of the "new".</p>
Paraskevi Thomou	Δ01Σ29	Vocabulary development and teaching	5	<p>The seminar aims to present key issues related to vocabulary learning and teaching. It examines topics such as the organization of vocabulary instruction, vocabulary learning strategies, and the relationship between vocabulary and language skills. Specifically, vocabulary support activities are designed across all subject areas of the curriculum, with the goal of fostering deeper understanding of the content.</p>
Spyridoula (Denia) Athanasiadou	Δ02Π16	Religion, Culture & Education	4	<p>The course explores the relationship between religion(s), culture(s), and education in contemporary multicultural societies. Its aim is to provide participants with the knowledge, skills, and attitudes necessary for teaching Religious Education and Ethics in primary schools, with respect for religious (or non-religious) diversity, gender equality, and children's rights. The course examines legislation, teaching methods, intercultural approaches, as well as the use of art and literature in teaching. At the same time, it addresses the problems arising from religious fanaticism and considers pedagogical approaches that foster critical thinking, respect, and democratic awareness.</p>
Spyridoula (Denia) Athanasiadou	Δ02Σ04	Philosophical and Religious Concepts in Art: Educational Implications	5	<p>The seminar explores the dialogue between philosophy, religion, and art through examples from literature, painting, theatre, music, and cinema. It examines how philosophical and theological concepts (such as the meaning of existence, evil, salvation, love, freedom, etc.) are expressed artistically and how they can be highlighted in education through art. Special emphasis is placed on representations of gender and feminist critique, on artistic freedom, and on the issue of censorship, approached as philosophical, theological and pedagogical questions.</p>

Emily Michailidi	E02Π06	Science Education	4	The field of Science Education. Scientific Literacy. Students' Ideas about Science phenomena. Theoretical Frameworks of Learning in Science Education / Conceptual Change.. Educational Reconstruction of the scientific content. Inquiry-Based Teaching and Learning. Education Strategies in Science Education. Design of Science Teaching Lessons
Emily Michailidi	E02Σ12	Physical Geography	5	This course introduces students to the fundamental concepts of Geography, focusing on natural phenomena and basic geographical tools. It explores the Earth's position in the solar system, its movements (rotation, revolution), and the related phenomena (day-night cycle, seasons). Students are introduced to earthquakes and volcanoes as geodynamic events, with reference to the theory of lithospheric plates. The course also covers the basic features of the atmosphere, climate types and factors, and introduces the concept and impacts of climate change. In addition, students become familiar with basic principles of cartography and map reading. The aim is for students to understand key geographical concepts and natural processes, enabling them to teach these topics creatively and scientifically in the context of Primary Education.
Kourkoulos Michael	E01Π07	Methodology of mathematics teaching in primary school	4	We examine students' learning paths and teaching approaches concerning basic elements of primary school mathematics curricula (construction of the concept of number, additive structures, multiplicative structures, geometry). In parallel, we discuss elements of didactic theory (constructivist approach, sociocultural approach) and alternative forms of mathematics teaching (in particular guided research work, differentiated teaching, mathematical game).
Dimitris Stavrou	E04Σ01	STEM Education	5	Students will acknowledge basic dimensions of the interdisciplinary STEM Education and its applications in the school classes
Marianna Kalaitzidaki	E02Π22	Misconceptions in Primary School Biology	4	This course is concerned with aspects of teaching Biology at the primary school level. First, an introductory presentation is made of the learning theory of constructivism and students' ideas and misconceptions on Science concepts. Appropriate methods for detecting students' ideas as well as ways for their reconstruction in the classroom are also presented. Then for various concepts of Biology (eg living organisms, biological classification, heredity, evolution, ecosystems and food chains, microbes and diseases) the known from the pedagogical literature primary school students' misconceptions are presented, the current scientific definition as well as ideas for their reconstruction in the primary school classroom..
Pitsiava	E03Π01	Introduction to informatics	4	
Pitsiava	E03Σ08	New technologies of informatics	5	