



INTERNATIONAL
HELLENIC
UNIVERSITY



Courses offered in English for incoming students

School of Social Sciences

Department of Early Childhood Education & Care

Study-units for Erasmus Students

Academic year
2025 - 2026

Overview Fall Semester

Study-unit Code	Study-unit Title	Credit value	Study-unit coordinator	Pre-Requisites
280-230101	Introduction to Educational Studies	6	Asoc. Pr. Petkou Dafni	No
280-230103	Health & Nutrition in Early Childhood	6	Assist. Pr. Tympa Eleni	No
280-23105	Art Education in Early Childhood	6	Assist. Pr. Tympa Eleni	No
280-230102	Introduction to Psychology	6	Dr. Grigoropoulos Iraklis	No
280-230308	Test & Measurements in Early Childhood	6	Pr. Tsitiridou Maria	No
280-230311	Development of Mathematical concepts	6	Dr. Kassoti Olga	No
280-230310	Foreign language	6	Mrs Polymerou Maria	No
280-230302	Physical Education	6	Pr. Zachopoulou Eri	No
280-230306	Educational interactions	6	Dr. Karamane Efi	No
280-230301	Emergent Literacy	6	Assist. Pr. Papadopoulos Isaak	No
280-230701	Implementation of Research Designs	6	Assist. Pr. Kroysorati Katerina	No
	Teaching Greek as a Second/Foreign Language	6	Teaching staff of another Department	No
***	Practical training in Day Care Centers	6	Assist. Pr. Tympa Eleni	No

Overview Spring Semester

Study-unit Code	Study-unit Title	Credit value	Study-unit coordinator	Pre-Requisites
280-230604	Science in Early Childhood	6	Dr. Kassoti Olga	No
280-230204	Pedagogy in infancy	6	Dr. Zisopoulou Eleni	No
280-230402	Special Education	6	Assist. Pr. Kosyvakis Lila	No
280-230603	Environmental Communication in Educational Sciences	6	Asoc. Pr. Petkou Dafni	No
280-230202	Play & Learning	6	Assist. Pr. Tympa Eleni	No
280-230616	Research Seminar (RS) on Applied Transition	6	Dr. Zisopoulou Eleni	No
280-230609	RS on Applied Preschool Assessment	6	Assist. Pr. Kroysorati Katerina	No
280-230629	RS on Applied Pedagogy	6	Dr. Karamane Efi	No
280-230613	RS on Interventions in Early Childhood	6	Pr. Tsitiridou Maria	No
280-230611	RS on Applied Physical & Movement Educational Activities	6	Pr. Zachopoulou Eri	No
280-230615	RS on Applied Emergent Literacy	6	Assist. Pr. Papadopoulos Isaak	No
280-230406	Home School Partnership	6	Assist. Pr. Krousorati Katerina	No
***	Practical training in Day Care Centers	6	Assist. Pr. Tympa Eleni	No

Practical training in Day Care Centers is implemented twice a week

Content of the courses Fall Semester

Introduction to Educational Studies ECTS 6

The course presents to students the fundamental concepts of educational sciences. Based on the ecological model of development by Bronfenbrenner that stresses that a person is a part of a complex system, the course presents children's development and the role of the family, preschool and society in it. Attention is given to the basic characteristics of the educational process. Topics such as the preschool environment, the role of the educator supplement the introduction to the topic. Two sessions are dedicated to educational research methodology.

Health & Nutrition in Early Childhood ECTS 6

The purpose of the course is for the students to acquire general knowledge regarding the health education, nutrition and safety of infants and toddlers in the context of their role as early childhood educators. The course includes theoretical knowledge and practical advice on accident prevention and response practices indoors (home and nurseries) as well as outdoors (outdoors and playgrounds). It also introduces students to the importance of balanced nutrition for pregnant women, infants and toddlers and the nutritional factors that affect infant and toddler development. Reference is also made to the recognition of obesity, its causes and ways of dealing with it.

Upon successful completion of the course, students will be able to:

- Understand the multidimensional concept of health (physical, mental).
 - To safely organize the space surrounding infants and toddlers.
 - To create the conditions for the prevention of accidents for babies and toddlers in indoor and outdoor spaces.
 - To know the role of pediatricians, social workers and psychologists in relation to their role as preschool educators.
 - To appreciate the importance of proper nutrition for mothers-to-be and for the development of infants and toddlers.
 - To recognize the peculiarities of each age group regarding their physical and mental health.
 - Deal with accidents through the use of first aid techniques.
 - To organize programs to promote the mental health of infants, toddlers and their families.
 - To seek cooperation with the family and the community to promote the health, safety and proper nutrition of infants and toddlers.
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Art Education in Early Childhood ECTS 6

The course is an introduction to the history and teaching of art as well as its essential role in social life. Art, beyond its aesthetic function, mobilizes the psyche of the individual and is a code of communication. The knowledge of the artistic heritage, the understanding of the various forms of expression and the awareness of the social role of art contribute to the completion of the personality. Therefore, the aim of the course is:

- for students to understand the basic concepts and principles of visual arts.
- to get to know the history of art.
- to realize the important role of the fine arts in the formation of personality, especially during childhood.
- cultivate criteria for the assessment and evaluation of visual works and activities of their own and others (children, visual artists)

Upon successful completion of the course, the student will be able to:

- know in a creative way forms of visual arts for the aesthetic development of children
- include visual activities in the general curriculum in balance with the rest of the child's areas of expression and development.
- develop basic personal visual skills, familiarity and a positive attitude towards visual creation
- experiment with colors and other creative materials and media (paper, waste materials, materials from nature)
- create a portfolio
- be inspired by other works of art, e.g. poetry, fairy tale, other literary text.

Introduction to Psychology ECTS 6

The aim of this course is to provide students with a general introduction to the study of psychology, including its historical development, major modern fields of research and application, perspectives and key issues. The first lectures will be devoted to giving a general background to the history and philosophy of psychology. We will then examine some approaches in more depth and consider the applications of theory and research to selected examples of human characteristics, development, and behaviour.

Learning Outcomes:

- Describe the development of psychology as a discipline
 - Compare and contrast psychology with the natural and other social sciences
 - Compare and contrast different theoretical approaches in psychology
 - Understand how psychological research and theory have been applied to specific aspects of human experience and behaviour
 - Understand key controversial issues in psychological research and theory
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Tests and Measures in Early Childhood ECTS 6

The aim of the course is to introduce students to the tests and measurement tools that are widely used in early childhood education.

The course is organized into three sections.

The first part of the course provides a) an overview of the scientific field of psychometry, b) develop theoretical issues concerning measurements, tests and their application in early childhood, c) the stages of a test development, d) definitions of the psychometric properties (reliability, validity, objectivity). Emphasis is given to ethical issues that arise during the process of measurements and test applications. Definitions are given and the terms are scientifically analyzed.

In the second part of the course the tests and measurement tools that are widely used in early childhood education are presented. The tools presented cover a wide range of areas of the child's development (e.g. cognitive, social, emotional, relationships, child's environment). Detailed examples are provided both theoretically and applied, so that students understand the object of measurement of specific tests, how to apply and present their results.

The third part of the course is dedicated to the presentation of small assignments by students. The work will concern the presentation of a widespread psychometric test, according to what was taught during the lectures.

Development of mathematical concepts ECTS 6

The content of the course is organized in the context of the pedagogical knowledge of the content of mathematical concepts, which is developed by the participating students, in order to be able to plan, organize and implement pedagogical activities for the development of mathematical concepts by children of early childhood. Specifically, the theoretical framework for the learning possibilities of developing mathematical concepts by children of early childhood and the specific content of mathematical concepts in all fields are developed. The aim is for the participants to know the basic characteristics of a mathematical activity and the appropriate teaching practices. Also, didactic suggestions are presented for all fields of mathematical concepts.

Foreign Language ECTS 6

The aim of the English Language course / Scientific Terminology is to familiarize students with the English educational terminology of their curriculum. Oral and written comprehension skills are cultivated while at the same time the creative and inductive thinking of the students is enhanced through the elaboration on scientific articles. Contact with authentic pedagogical texts helps students better understand the English terminology of their specialty, making them proficient users of the foreign language both during their undergraduate course of studies and in an Erasmus course framework.

Physical Education ECTS 6

The primary objective of this course is to furnish students with both theoretical comprehension and practical experiences, so that they can organize movement lessons tailored for early childhood education.

The basic rules for organizing and teaching movement education activities for infants to six-year-old children are presented, in order to understand the way in which the children & developmental stage determines the content of the activities, the organization of the group, and the verbal behavior of the teacher. Furthermore, the course undertakes a comprehensive examination of the instructor & pivotal role in structuring and overseeing these activities, emphasizing their facilitative role in stimulating children & creative capacities. The broader implications of movement education on the multifaceted development encompassing motor skills, cognitive faculties, and psychosocial well-being of preschool-aged children are expounded upon in detail.

The course aims to help participants understand:

- a) the nature of the multifaceted development of preschool children,
- b) the importance, aims and objectives of Physical Education in preschool,
- c) the design and organization of developmentally appropriate lessons

Physical Education tailored specifically for preschool-aged learners. Upon completion of the course, students are expected to:

- Strategically develop and structure age-appropriate movement education sessions for young children in early childhood.
 - Implement diverse pedagogical approaches for the unique needs of preschool-aged Learners.
 - Know the nature of the multifaceted development of preschool children.
 - They know the role of physical education in the development and learning processes
 - They organize the appropriate learning environment for teaching mobile games
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Educational Interactions ECTS 6

The course aims to provide theoretical and practical knowledge, so that students can understand the teacher- child interpersonal relationship and in general the social relationships in the class group. In addition, it aims to improve students' communication techniques, so that they are able to form a positive relationship with children.

Upon the successful completion of the course, the students will be able to:

- know the theoretical background concerning all contemporary theories about the pedagogical interaction and the relationship between the teacher and the child
- Realize the effect of the teacher's behavior on the child's development and well-being
- Understand the crucial role of the teacher in creating a quality relationship
- Assess the quality of the relationship using appropriate tools
- Understand the function and characteristics of the peer group, as well as the social relationships among children
- Improve interaction and communication techniques with the children
- Apply pedagogical interventions and effective techniques to successfully manage discipline problems in the classroom
- Promote children's positive behaviors

Emergent Literacy ECTS 6

This course aims to introduce and familiarize students with emerging literacy and covers issues related to this evolutionary process through the development of appropriate cognitive processes and the interaction of early childhood children with suitable stimuli in their socio-cultural context. It relates to the study of the developmental trajectory of learning written language through real experiential situations and relevant precursor events that appear in the age spectrum of early childhood, with reference to the pedagogical dimensions of emerging literacy.

Upon successful completion of the course, students are expected to:

- Understand the basic concepts and principles of emerging literacy.
 - Analyze the evolutionary process of emerging literacy and the cognitive processes that contribute to it.
 - Understand the developmental trajectory of written language in early childhood.
 - Analyze real experiential situations related to the development of written linguistic skills.
 - Search for and evaluate suitable stimuli and environmental factors to support the development of written language skills in a socio-cultural context.
 - Have reflected on the pedagogical dimensions associated with emerging literacy and early childhood.
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Implementation of Research Designs ECTS 6

Upon completion of the course students will be able to:

- Understand the process of developing research designs
- Understand the process of implementing research designs
- Have developed the ability to plan and implement a research design

The course includes:

- Introduction to research designs (Experimental design and quasi-experiment / Overview / Longitudinal design / Case study design)
 - Experimental and quasi-experimental designs
 - Survey and Questionnaire design
 - Longitudinal design
 - Case study design (Case studies)
 - Introduction to research tools (data collection methods: interviews/ questionnaires/ observation/ measuring instruments/ diaries, etc.)
 - Interview design
 - Observation design
 - Design of measuring instruments
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Teaching Greek as a Second / Foreign Language ECTS 6

Upon successful completion of the course, students will be able to understand the basic principles, learning theories, and teaching methods that govern the learning and teaching of Greek as a second/foreign language. They will also be capable of designing language lessons, utilizing educational materials for teaching Greek as a second/foreign language, and evaluating preschool-age children as well as the teaching materials produced and adopted by the state for teaching Greek to non-native speakers. Lastly, special emphasis will be placed on familiarizing students with the framework of teaching the Greek language within the diaspora community.

Practical training in Day Care Centers (twice a week) ECTS 6

The aim of the course is the planning, implementation and evaluation of activities in infancy and early childhood, connecting theory with applied pedagogical practice. Upon successful completion of the course, the student will be able to:

- To develop pedagogical, research and scientific thinking regarding the interdisciplinary nature of the pedagogical curriculum.
 - Plan instructional goals and devise spontaneous and organized activities that meet these goals in both infancy and early childhood.
 - To understand the correlation of practice with different theoretical approaches to learning and teaching.
 - To acquire professional skills and knowledge that contribute to the formation of a future preschool teacher.
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Content of the courses Spring Semester

Science in early Childhood ECTS 6

The aim of the course is, after successful completion, the student will:

- know which science concepts are useful for preschool children and understand them,
 - understand and describe the way of thinking of preschool children regarding how to approach early science concepts in the learning process,
 - be familiar with current learning theories related to the approach to science concepts and the development of scientific thinking in pre-school children,
 - integrate learning objectives with the pre-school curriculum and discover, organize and evaluate teaching and methodological approaches to develop activities for teaching science concepts in pre-school education.
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Pedagogy in Infancy ECTS 6

The aim of the course is to provide students with knowledge about infants' development stages and their needs in reference to their psycho-pedagogical significance. Furthermore, it focuses on understanding the basic principles of infant's education and the contribution of nutrition and care to their holistic development. Lastly, it helps the students understand the role and the duties of an early education teacher.

Upon successful completion of the course, the students will be expected to:

- Identify the early behavior of a newborn baby (responses, skills)
 - Demonstrate the knowledge of infant's holistic development
 - Discern and satisfy the first needs of infants (bodily, kinetic, sentimental, social, cognitive)
 - Identify the value of nutrition for the holistic development of infant
 - Know the principles that govern infant's education and the way these principles are implemented in an educational framework
 - Organize the psycho-pedagogical occupation with the infant
 - Organize and define the pedagogical principles of an educational framework
 - Understand the role and the duties of a pedagogue in early care education
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Special Education ECTS 6

The aim of this course is to introduce students to the concepts of diversity and inclusion students with Special Educational Needs and Disability (SEND) in the school and wider social context.

Learning outcomes

Upon completion of this course, the students will:

- have been introduced to the concepts of diversity and special education/disability and what these include,
- have become familiar with the basic models of disability and their practical implications,
- have an overview of the main disabilities/special needs that they are likely to encounter as professionals in nurseries and pre-school settings,
- have a first experience of a number of issues of key importance for the education of infants and toddlers with special needs (e.g. differentiation of teaching, inclusion, collaboration with the family, peer awareness).

Environmental Communication in Educational Sciences ECTS 6

The aim of the course is: Students understand the complexity of environmental issues, the basic dimensions of the ecological crisis and raise awareness concerning the solutions through the implementation of environmental actions and programs in Education Sciences.

Upon successful completion of the course the student will be able to:

- Recognize modern environmental problems and analyze the environmental / ecological processes and mechanisms.
 - Critically examine critically the causes and effects of environmental problems on nature and human societies.
 - Understand the concepts of Environmental Education, Education for Sustainable Development as well as their methodological, pedagogical framework.
 - Acquire environmental attitudes and values.
 - Design, implement and evaluate environmental programs adapted to preschool age.
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Play & Learning Environment ECTS 6

The content of the course concerns the investigation of the effect of the learning environment, as well as the importance of play and creativity in the all-round development of the young child. The concept and importance of play as a framework for learning in preschool age, the forms of play, the main theoretical approaches of playful learning in preschool age and the effect on the development of young children's thinking and learning are mentioned.

The organization of the preschool environment, the value of the pedagogical material and equipment and its functionality are analyzed. Learning processes in preschool are described, specifically cooperative learning, the role of the educator in organizing the learning environment and the design of the pedagogical process based on play. The method of play therapy is presented and cases of organized and free play in preschool education environments are studied.

Research Seminar (RS) on Applied Transition ECTS 6

The aim of the course is for students to acquire specialized knowledge in specific topics which are about understanding the significance and the value of transitions in children's lives and in their management via bibliographic and empirical research and also to present them in a scientific project. In particular: to seek the appropriate scientific information from relevant Greek and international bibliography, know bibliographic sources and data bases, process the results from bibliographic search, delve deeply in a specific topic relevant to infant's education, write a scientific project and orally present it. In particular, students will learn strategies to look for relevant scientific data both in Greek and international bibliography, get to know bibliographic sources and different data bases, process the results of a bibliographic research, study thoroughly a specific topic within infant's education framework, and finally, write and orally present their own scientific project.

Research Seminar (RS) on Applied Preschool Assessment ECTS 6

The aim of the course is to familiarize students with the procedures of quantitative evaluative research. This will be achieved through the practical application of assessments in the preschool environment and the home learning environment, etc. Upon completion of the seminar each student is expected to be able to:

- Design an integrated process of evaluative research in practice
 - Apply evaluative research in practice by observing the methodological rules
 - Analyse and interpret the results of the research in practice in a systematic and scientifically correct way.
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RS on Applied Pedagogy ECTS 6

The course presents to students the basic concepts of designing and implementing intervention programs in early childhood. Based on the Theory of Change, the course presents the need to learn how to design intervention programs and the role they can play in children's learning and development. Through a series of research examples students will be taught how to design intervention programs by taking into account the causal links between factors, the theoretical framework, the assumptions, research evidence and children's needs. They will be taught how to understand the role of evaluation of such intervention programs, this will allow revisiting topics of educational research methodology.

RS on Interventions in early Childhood ECTS 6

The course introduces students to the basic concepts of designing and implementing intervention programs in early childhood. Based on the Theory of Change, the course highlights the need for the design of intervention programs and their role in children & development and learning. Through a series of examples, students will be trained in designing intervention programs, considering causal relationships between factors, existing assumptions, the theoretical framework, evidence-based research data, and the needs of children. They will also understand the role of evaluating similar programs, revisiting issues of educational research methodology. Upon successful completion of the course, the student will be able to:

- (a) Understand the need for intervention programs in early childhood (e.g., education, training, learning, evaluation, upbringing, cultivation, etc.).
 - (b) Learn the stages of intervention programs (design, application, implementation, evaluation).
 - (c) Comprehend the necessity of evaluating intervention programs.
 - (d) Acquire skills to design short intervention programs.
 - (e) Assess the reliability and validity of intervention programs.
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RS on Applied Physical & Movement Education Activities ECTS 6

The main goal of this seminar is to familiarize students with physical activity and movement education applied research for early young children, through the pilot implementation of activities and protocols of physical activity and movement education. The seminar includes the following phases:

- (a) Presentation and analysis of concepts related to physical activity and movement education
- (b) Analysis, discussion and presentation of physical activity and movement education programs by groups of students
- (c) Pilot organization and implementation of programs in practice. The seminar is completed with the evaluation of the programs and feedback to the students about the possibilities of programs' use.

Upon completion of the course, students are expected:

- To plan a physical activity and movement education program for early young children
- To implement physical activity and movement education programs for early young children, following innovative teaching and methodological approaches
- To interpret, analyze and discuss the results of these programs' implementation

RS on Applied Emergent Literacy ECTS 6

The seminar was designed with the goal of introducing and familiarizing students with the context of emergent literacy. This course aims to introduce and familiarize participants with the developmental process of emergent literacy, focusing on the evolution of corresponding cognitive processes and the interaction of young children with appropriate stimuli within their socio-cultural framework. This field is centered around exploring the evolutionary trajectory of written language expression, promoting authentic experiential situations and relevant precursor manifestations that arise in the early childhood age range. Within this educational framework, students will have the opportunity to explore and analyze practical examples and understand the role of the cultural and social context in shaping this process.

Home - School Partnership ECTS 6

The course Family-School partnership aims to present to students' ways in which educators can support and enhance collaboration between families and schools. This dynamic collaboration can significantly impact on the quality of early childhood education and the development of children in their early stages of life. The course introduces

students to the fundamental theoretical principles and approaches to school-family collaboration and presents issues related to effective communication and cooperation between educators and family members. Within the framework of the course, students will explore the factors that influence family-school collaboration, the opportunities and challenges that arise, and the methods through which early childhood education professionals can develop effective strategies to strengthen this collaboration. Examples of programs and best practices will be incorporated throughout the course.

Upon successful completion of the course, the student will be able to:

- Understand the importance of family-educators collaboration.
- Develop skills for effective communication and collaboration with parents.
- Acquire a knowledge framework for the effective design and implementation of family-preschool collaboration programs.
- Evaluate the effectiveness of collaboration programs.
- Comprehend the challenges and prospects of family-school collaboration.

Practical training in Day Care Centers (Twice a week) ECTS 6

The aim of the course is the planning, implementation and evaluation of activities in infancy and early childhood, connecting theory with applied pedagogical practice.

Upon successful completion of the course, the student will be able to:

- To develop pedagogical, research and scientific thinking regarding the interdisciplinary nature of the pedagogical curriculum.
 - Plan instructional goals and devise spontaneous and organized activities that meet these goals in both infancy and early childhood.
 - To understand the correlation of practice with different theoretical approaches to learning and teaching.
 - To acquire professional skills and knowledge that contribute to the formation of a future preschool teacher.
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