



DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE  
SCHOOL OF SOCIAL SCIENCES  
INTERNATIONAL HELLENIC UNIVERSITY



**International Hellenic University**  
**Department of Early Childhood Education & Care**

**Undergraduate Study Guide**

**Undergraduate Programme Committee:**

Maria Tsitiridou, Professor

Isaak Papadopoulos, Assistant Professor

Effymia Karamane, Laboratory Teaching Staff

**September 2025**



## **Preface**

The Study Guide of the Department of Early Childhood Education & Care constitutes a fundamental resource for our students, serving as a pivotal reference throughout their academic journey toward the successful completion of their studies. Updated on an annual basis, the Guide encompasses all relevant and useful information and, in conjunction with the Department's Internal Regulations, functions as one of the two primary and comprehensive sources of information regarding all aspects of study within our Department.



## The Department

### Message from the Head of the Department

#### *Welcome to the Department of Early Childhood Education and Care*

Dear new students of the Department of Early Childhood Education and Care,

On behalf of our entire academic community, I extend a warm welcome to you through the pages of our Study Guide. Within this guide, you will find useful information regarding the structure and content of our academic programmes (undergraduate, postgraduate, and doctoral), details about our faculty and administrative staff, an overview of our research activities, and various resources and support services available to students.

Our Department was established in the academic year 1985-86, and nearly forty years later, it remains a dynamic and interdisciplinary academic community dedicated to the field of Early Childhood Education and Care, as well as to broader areas within the educational sciences.

I would like to emphasize the profound significance of the role of early childhood educators in fostering the holistic development of young children. Research from around the world highlights six key pillars that influence children's development:

1. **The impact of stress on early development:** Infants and young children are adversely affected when significant levels of stress disrupt their family environment and the care they receive. Supporting children's resilience is a crucial responsibility that is fostered through meaningful relationships with parents, guardians, and educators.
2. **The interactive nature of child development:** Child development is a highly interactive process. The quality of interactions between educators and children, as well as peer interactions, significantly influences developmental outcomes, which are not solely determined by genetic factors.
3. **Brain architecture in early childhood:** A substantial portion of brain development occurs within the first three years of life. However, the window of opportunity for fostering cognitive and emotional growth extends well beyond a child's third birthday.
4. **The significance of educator qualifications:** The academic and professional training of early childhood educators plays a critical role in children's development and learning outcomes. The higher the level of education and expertise, the greater the benefits for young learners.
5. **The quality of the learning environment:** A high-quality educational environment rich in stimuli supports children's holistic development and enhances their learning experiences.
6. **Collaboration between educators and families:** A strong partnership between educators and families is essential for the well-being and development of young children. Effective communication and cooperation contribute to positive outcomes for children.



Recognizing these pillars not only enhances the value of our Department but also reinforces our responsibility to society. It is our duty to equip our students and graduates with the knowledge and skills necessary to make meaningful contributions to the critical field of early childhood education and care. Young children attending early childhood centers require well-trained professionals who can guide both them and their families through the crucial early years of life. This mission is at the core of our vision as an academic institution, and we are committed to providing you with the necessary tools to meet society's demand for high-quality early childhood education.

To achieve these goals, we have undertaken several initiatives:

- The development of a new Undergraduate Programme designed to align with contemporary educational needs.
- The establishment of two Research Laboratories:
  - a) *The Child Development and Learning Laboratory*
  - b) *The Language, Language Teaching, and Culture Laboratory*
- The introduction of an Interdepartmental Master's Programme in *Digital and Soft Skills in Educational Sciences*, now in its fourth cycle, with over 200 graduates.
- The implementation of a doctoral programme, along with the attraction of competitive research projects. Currently, our Department is involved in three European-funded research programmes, bringing state-of-the-art expertise to our field.

The driving force behind all these efforts is our commitment to you, our students, who remain at the heart of our decisions and actions. The Department of Early Childhood Care and Education takes great pride in the close relationship it fosters with its students and the continuous support it provides. For at least four years, we will embark on this academic journey together. Your presence, engagement, observations, and inquiries will help us grow and improve as a Department.

We also hope to maintain strong ties with our graduates, encouraging lifelong communication and collaboration through active participation in our alumni association and departmental initiatives throughout their professional careers.

We wholeheartedly wish you an enriching academic experience with us. May you embrace every challenge with determination and reach new heights in your personal and professional journey.

**Maria Tsitiridou (Evangelou)**  
**Head of the Department**



## Information for the Department

The Department of Early Childhood Education and Care (*ECEC*) is part of the School of Social Sciences at the International Hellenic University (IHU) ([Weblink](#)), based in Thessaloniki, Greece.

The Department was originally established under Law 1404/1983 on the "Structure and Operation of Technological Educational Institutions (T.E.I.)" as the Department of Early Childhood Care within the School of Health and Welfare Professions at the Alexander Technological Educational Institute (A.T.E.I.) of Thessaloniki. It was formally incorporated into Higher Education through Law 2916/2001.

In 2013, by Presidential Decree 82/2013 (Government Gazette 123/A/3-6-2013), the Department of Early Childhood Care was renamed the Department of Preschool Education, remaining within the School of Health and Welfare Professions at the A.T.E.I. of Thessaloniki. Subsequently, in 2019, under Law 4610/2019 (Government Gazette 70/A/7-5-2019), the Department was restructured and renamed the Department of Early Childhood Education and Care, becoming one of the two active departments within the School of Social Sciences at the International Hellenic University (IHU).

International Hellenic University (IHU) was established as a Higher Education Institution under Law 4610/2019 (Government Gazette 70/A/7-5-2019). The University was formed through the consolidation of the International Hellenic University, the former Alexander Technological Educational Institute of Thessaloniki (A.T.E.I. of Thessaloniki), the former Technological Educational Institute of Central Macedonia (T.E.I. of Central Macedonia), and the former Technological Educational Institute of Eastern Macedonia and Thrace (T.E.I. of Eastern Macedonia and Thrace).

The academic staff of the former Department of Preschool Education at the A.T.E.I. of Thessaloniki was integrated into the Department of Early Childhood Education and Care at the IHU, in accordance with Article 8 of Law 4610/2019 (Government Gazette 70/A/7-5-2019).

The Department commenced its academic operations and welcomed its first cohort of students in the 2019-2020 academic year.



## Organization and Administration

The Department is the primary functional academic unit in accordance with the general operational framework for universities in Greece (Law 4957/2022). The Department advances science, technology, or the arts within its respective academic field, organizes teaching within the framework of its study programmes, and ensures the continuous improvement of learning outcomes within these programmes. Departments corresponding to related academic disciplines may form a Faculty. The Department of Early Childhood Education and Care operates as a Department within the School of Social Sciences.

The governance of the Department is vested in its Assembly and its President. The Assembly comprises the Department's Teaching Staff (D.E.P.), a representative of the Special Teaching Staff (E.D.I.P.), a representative of the Special Technical Staff (E.T.E.P.) (in case a member from this category is employed), and student representatives from all levels of study. The Assembly holds all the powers and responsibilities of the Department as outlined by law and the internal regulations of the International Hellenic University (IHU), except for those powers delegated to other bodies.

Academic Year: 2023-2024

- *Dean of the School of Social Sciences: Evridiki Zahopoulou*
- *Head of the Department of Early Childhood Education & Care: Maria Tsitiridou*
- *Deputy-Head of the Department of Early Childhood Education & Care: Thomas Kourtesis*
- *Secretary of the Department of Early Childhood Education & Care: Mina Papdiamanti*



## Building Facilities - Access

The premises of the *IHU- Alexandria Campus Sindos* are in the west part of Thessaloniki, 17 kms away from the city centre, in the district of Sindos, within the Delta Municipality. The Department of Early Childhood Education and Care shares its premises with the Department of Midwifery.

Building Facilities:

Ground Floor

- Secretariat for Undergraduate and Postgraduate Programme of Studies
- Classrooms: Music and Music-Movement Education Rooms
- New Amphitheater of the Faculty of Health Sciences

First Floor

- Classrooms: Room 1, Room 2, Room 4, Nursery Classroom, TEM Room, Meeting Room
- Faculty Offices
- Pedagogical Material Lab
- Computer Lab
- Library of School of Health Sciences

You can view the premises of *IHU- Alexandria Campus Sindos* via Google Maps:

Google Maps link. [https://www.google.com/search?client=firefox-b-e&tbs=lf:1,lf\\_ui:2&tbm=lcl&sxsrf=ALeKk0191x6TkoVbdKX7MBfYt\\_Diw1Wozg:1621959114429&q=%CE%B4%CE%B9%CF%80%CE%B1%CE%B5+%CF%83%CE%B9%CE%BD%CE%B4%CE%BF%CF%85&rflfq=1&num=10&ved=2ahUKEwii6uvGnOXwAhXOzqQKHSinDKMQtgN6BAgQEAQ#rifi=hd::si::mv:\[\[40.658871999999995,22.8179494\],\[40.6551968,22.801564499999998\]\];tbs:lrf:!1m4!1u3!2m2!3m1!1e1!1m4!1u2!2m2!2m1!1e1!2m1!1e2!2m1!1e3!3sIAE,lf:1,lf\\_ui:2](https://www.google.com/search?client=firefox-b-e&tbs=lf:1,lf_ui:2&tbm=lcl&sxsrf=ALeKk0191x6TkoVbdKX7MBfYt_Diw1Wozg:1621959114429&q=%CE%B4%CE%B9%CF%80%CE%B1%CE%B5+%CF%83%CE%B9%CE%BD%CE%B4%CE%BF%CF%85&rflfq=1&num=10&ved=2ahUKEwii6uvGnOXwAhXOzqQKHSinDKMQtgN6BAgQEAQ#rifi=hd::si::mv:[[40.658871999999995,22.8179494],[40.6551968,22.801564499999998]];tbs:lrf:!1m4!1u3!2m2!3m1!1e1!1m4!1u2!2m2!2m1!1e1!2m1!1e2!2m1!1e3!3sIAE,lf:1,lf_ui:2)



## Access

### By bus from the city center:

The Thessaloniki Urban Transport Organization (O.A.Σ.Θ) (<http://www.oasth.gr>) operates regular bus routes from the Railway Station to IHU-Sindos. The bus line number 52 (Timetables/Stops) stops right in front of IHU-SINDOS.



**Note:** The building of the Department is marked with a yellow outline.



## Staff of the Department of Early Childhood Education and Care

### Teaching and Research Staff (Faculty Members)

#### **Professors:**

<b>Name</b>	<b>Field of Expertise</b>
Vasileios Grammatikopoulos	Assessment in Early Childhood Education
Evridiki Zachopoulou	Physical Activity and Education in Early Childhood
Thomas Kourtessis	Motor Coordination with Emphasis on Clumsiness
Smaragda Papadopoulou	Teaching Modern Greek Language
Maria Tsitiridou	Design and Implementation of Intervention Programmes in Early Childhood

#### **Associate Professors:**

<b>Name</b>	<b>Field of Expertise</b>
Michail Vitoulis	Digital Pedagogy and Creative Thinking
Christina Megalonidou	Education, Care, and Welfare Policy in Infancy
Daphne Petkou	Environmental Communication and Education in Early Childhood

#### **Assistant Professors:**

<b>Name</b>	<b>Field of Expertise</b>
Aglaia-Lila Kosyvaki	Special Education in Early Childhood



<b>Name</b>	<b>Field of Expertise</b>
Isaak Papadopoulos	Pedagogical Dimensions of Emerging Literacy
Eleni Tympa	Infant Education and Care
Aikaterini Kousorati	Home Learning Environment

***Emeritus Professors:***

- *Dimitrios Ziamas*

***Retired Professors:***

- *Konstantinos Papas*
- *† Ioannis Papastathis*
- *Dimitrios Dimitrakopoulos*
- *Thomas Kapoulitsa-Troulou*
- *Triantafyllia Natsiopoulou*
- *Evangelia Laloumi-Vidali*

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**Laboratory Teaching Staff**

<b>Name</b>	<b>Field of Expertise</b>
Eleni Zisopoulou	Early Childhood Education Topics
Efi Karamané	Early Childhood Education Topics
Olga Kassoti	Natural Sciences in Early Childhood Education
Georgios Botsas	Special Education in Early Childhood



<b>Name</b>	<b>Field of Expertise</b>
Zoi Tziortzioti	Infant Education and Care

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**Administrative Staff:**

- Secretariat: Mina Papdiamanti (Secretary)
- Popi Katsaraki (Administrative Staff)

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**Adjunct Teaching Staff:**

<u>Name</u>	<u>Employment Status</u>	<u>Email</u>
Anastasia Vatou	Academic Fellow	anasvato1@gmail.com
Maria Polymerou	Seconded Lecturer	polymerou@ihu.gr
Dimitra Savaki	Academic Fellow	dsavaki8@gmail.com
Maria Stamatoglou	Academic Fellow	maria.stamatoglou@gmail.com



## Staff information:

<b>Full Name-Rank</b>	<b>TEL NUMBER</b>	<b>E-mail</b>
Grammatikopoulos Vasilios, Professor	2310 013534	<a href="mailto:gramvas@ihu.gr">gramvas@ihu.gr</a>
Zahopoulou Evridiki, Professor	2310 013528	<a href="mailto:ezachopo@ihu.gr">ezachopo@ihu.gr</a>
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Tziortzioti Zoe, L.T.S	2310 013448	<a href="mailto:tziortzioti@gmail.com">tziortzioti@gmail.com</a>



## **Academic Calendar**

*No Classes or Exams during the Winter and Spring Semesters:*

### **Winter Semester:**

- *National Holiday (28th October )*
- *Polytechnic Uprising Anniversary (17th November)*
- *Christmas Holidays: from 24th December to 6th January*
- *Religious Holiday of the Three Hierarchs (30th January)*

### **Spring Semester:**

- *Clean Monday (18th March)*
- *National Holiday (25th March)*
- *Easter Holidays: from Lazarus Saturday (27th April) to Thomas Sunday (12th May)*
- *Pentecost (24th June )*

*Day of Student Elections – To Be Announced*

*No Classes or Exams during Local Holidays at the Department and School Locations:*

- *Katerini: 16th October – City Liberation Day*
- *Thessaloniki: 26th October – Religious Holiday of Saint Demetrius, Patron Saint of the city*
- *Drama: 4th December – Religious Holiday of Saint Barbara, Patron Saint of the city*
- *Didymoteicho: 18th January – Religious Holiday of Saint Athanasius, Patron Saint of the city*
- *Kilkis: 21st June – Liberation of Kilkis*
- *Kavala, Serres: 29th June – Religious Holiday of Saints Peter and Paul*



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Early Childhood  
Education and Care  
→

**Undergraduate Programme of Studies**

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## **Overview of the Undergraduate Programme of Studies:**

### **Vision and Objectives**

The Department encompasses the field of early childhood education and care, addressing the development and well-being of infants and young children from birth to the age of eight. Additionally, it emphasizes engagement with their families and involves support provision for them.

The mission of the Department is to foster the creation, advancement, and dissemination of knowledge in the sciences of early childhood education through teaching and applied research. It also aims to explore innovative educational practices in early childhood education and care while deepening the understanding of contemporary pedagogical methodologies within the broader field of Education Sciences. Furthermore, the Department seeks to cultivate critical thinking skills and encourage the development of new research ideas that will open new pathways and opportunities in the domain of Early Childhood Education and Care.

By harmoniously combining theoretical training with practical experience, the undergraduate programme aspires to shape educators equipped with the scientific knowledge and essential skills required for their academic identity and professional excellence across all levels and forms of their career paths.



## **Learning Outcomes – Curriculum Structure**

The Undergraduate Programme of Studies of the Department of Early Childhood Education and Care focuses on achieving learning outcomes aimed at ensuring that students:

- Acquire comprehensive scientific knowledge regarding early childhood education and care, grounded in contemporary scientific data across the fields of Education, Social and Human Sciences, and Psychology.
- Understand and critically approach the concepts, methods, and practices in early childhood education and care, enabling them to adapt to scientific and educational changes.
- Possess knowledge and understanding of children and the socio-cultural context in which they develop, critically analyzing current social and pedagogical issues with respect to diversity and human rights.
- Process and utilize acquired knowledge to apply it in early childhood education and care settings, considering the holistic development of the child, their individual developmental pace, as well as the needs of their family and the specific socio-cultural environment.
- Make responsible and critical selections of scientific sources and research data, staying informed about new pedagogical approaches and practices, in order to design and implement appropriate pedagogical programmes in formal and non-formal education and early childhood care settings, with professionalism and social responsibility, according to professional ethical standards.
- Design, implement, enrich, evaluate, and redesign flexible learning environments, incorporating the pedagogical and educational potential of New Technologies.
- Design, implement, and/or participate in research in the field of Educational Sciences, with the ability to transfer and apply the results in early childhood education and care structures.
- Reflectively assess their work and its outcomes, making necessary adjustments based on evaluation results, research, and contemporary pedagogical and scientific perspectives.



## Brief Description of the Undergraduate Programme of Studies

The Undergraduate Study Program (USP) of the Department of Early Childhood Education and Care is structured according to the European Credit Transfer and Accumulation System (ECTS) and includes courses corresponding to 240 ECTS credits. Specifically, it includes:

(a) twenty-five (25) compulsory courses (C), thirty (30) compulsory elective courses (CE), and up to two (2) free elective courses from another department of the International Hellenic University (IHU) throughout the entire duration of studies; twenty-three (23) compulsory elective Research Project Seminars (with mandatory attendance); and thirty-three (33) compulsory elective Thesis Seminars (with mandatory attendance).

It is worth noting that, in addition to the research project seminars (RPS) and thesis seminars (TS), there are specific courses in which an attendance/absence monitoring system is applied. More specifically, attendance is mandatory for the courses **“Activities in Infancy”** (2nd year – 3rd semester), **“Special Education”** (2nd year – 4th semester), **“Seminar of Applied Practicum Activities”**, and **“Practicum – Applied Activities”** (3rd year – 5th semester). Students are allowed up to three (3) absences per course. Exceeding this limit results in insufficient participation and requires re-enrollment or re-examination, in accordance with the regulations of the Study Program.

(b) the **Bachelor’s Thesis**, and

(c) the course **Practicum – Applied Activities**.

**Table 1. Courses offered per semester**

<b>Semester</b>	<b>Categories of courses offered</b>
Semester 1	5 Compulsory core courses



Semester 2	<b>5 Compulsory core courses</b>
Semester 3	<b>3 Compulsory core courses AND</b> <b>2 Compulsory Elective courses from the list of available courses</b>
Semester 4	<b>4 Compulsory core courses AND</b> <b>1 Compulsory Elective course from a list of available courses</b>
Semester 5	<b>2 Compulsory core courses AND the INTERNSHIP</b>
Semester 6	<b>3 Compulsory core courses AND</b> <b>1 Compulsory Elective Research Project Seminar<sup>1</sup> AND</b> <b>1 Compulsory Elective course from a list of available options OR</b> <b>1 Free- choice Elective course from another IHU department</b>
Semester 7	<b>2 Compulsory core courses AND</b> <b>1 Compulsory Elective Dissertation seminar AND</b> <b>2 Compulsory Elective courses from a list of available electives OR</b> <b>2 Free-choice Elective courses from another IHU department</b>
Semester 8	<b>Dissertation AND</b> <b>1 Compulsory course AND</b> <b>1 Compulsory Elective course that can be chosen from a list of available courses; or</b> <b>1 Free Choice Elective course from another IHU department</b>

<sup>1</sup> *Research Project Seminars that are offered this semester give the student the opportunity to choose one (1) seminar course from a list of scientific subjects, which may be updated by decision of the Department Assembly depending on the academic staff of the Department.*

The list of available Compulsory Elective courses is updated each semester by decision of the Department Assembly, depending on the academic staff of the Department.



The credit hours (ECTS) of the courses are proportional to the workload of the students (1 credit hour corresponds to 25 hours of work). Specifically, both the Compulsory and the Compulsory Elective courses correspond to six (6) credits (ECTS) each, except for the Internship which offers 24 credits (ECTS), the Research Project Seminars which offer 12 credits (ECTS) and the Dissertation which is credited with 18 credits (ECTS). Each academic semester includes educational activities which are credited with 30 ECTS credits.

## Undergraduate Curriculum Courses

### Course Types

The Undergraduate Curriculum courses are classified into the following categories:

**Courses of General Background:** These courses build upon and expand high school knowledge and/or serve as prerequisite courses required for the comprehension of other subjects. Although not directly related to the core scientific discipline of the programme, they provide essential foundational knowledge necessary for understanding specialized topics within the field.

**Scientific Field Courses (of Specialized Background):** These courses focus on subject areas that are directly aligned with the academic discipline of the programme.

**Skills Development Courses:** These courses do not primarily aim at providing scientific knowledge within the field but rather focus on fostering and developing additional skills (e.g., courses in entrepreneurship, foreign languages, or practical training/ internship).

### Grading System

The grading follows a ten-point scale as follows:

- **8.5 – 10:** Excellent
- **6.5 – 8.49:** Very Good
- **5 – 6.49:** Good

To successfully complete a course, the grade must be five (5) or above.

### Course Outlines (Summaries)



## **Semester 1<sup>st</sup>**

### **Compulsory Core Courses**

#### **280-230101: Introduction to Educational Sciences**

The aim of this course is to introduce students to the fundamental concepts of educational science. Based on Bronfenbrenner's ecological model of development, which emphasizes that the individual is part of a complex system, the course explores child development and the roles of the family, the educational system, and society in shaping this process.

#### **280-230102: Introduction to Psychology**

The aim of this course is to provide students with a general introduction to the science of psychology, including its historical development, key contemporary research areas, and applications. Initial lectures will focus on the historical and philosophical foundations of psychology. Subsequently, various theoretical perspectives will be explored in depth, along with the application of psychological theories and research to selected examples of human traits, development, and behavior.

#### **280-230103: Health and Nutrition in Early Childhood**

The aim of this course is to equip students with general knowledge related to health education and the safety of infants and young children within the framework of their role as early childhood educators. The course includes theoretical knowledge and practical guidelines on accident prevention and treatment in both indoor environments (homes and daycare centers) and outdoor settings (playgrounds and open spaces).

#### **280-230104: Language Education**

The aim of this course is to include theoretical frameworks and applied studies on child language development from infancy to the age of twelve. It focuses on instructional practices in language education and communication for young children, the role of stimuli in enhancing language development, and best practices for addressing early readers and speakers based on their developmental stage. Additionally, students will also acquire diagnostic and preventive skills in case a child does not naturally develop language and communication abilities. The course emphasizes the teaching of Greek as a first language, examines international literature on language education, and explores the dissemination of mother tongues and dialects. Practical language materials



and student-led research projects are integral to the applied linguistic education framework.

### **280-230105: Art and Education**

The aim of this course is to serve as an introduction to the history and pedagogy of art, highlighting its essential role in social life. Beyond its aesthetic function, art stimulates individual psychology and serves as a communication medium. Understanding artistic heritage, various forms of artistic expression, and the social significance of art contributes to the holistic development of one's personality.

## **Semester 2<sup>nd</sup>**

### **Compulsory Core Courses**

#### **280-230201: Developmental Psychology**

The aim of this course is to examine the fundamental theoretical and research approaches in developmental psychology, outlining the typical developmental trajectory of infancy and early childhood. It emphasizes key developmental characteristics in the areas of physical, cognitive, linguistic, social, and personality development.

#### **280-230202: Play and Learning**

The aim of this course is to explore the impact of the learning environment and the significance of play and creativity in young children's holistic development. It addresses the concept and role of play as a learning framework in early childhood, different types of play, theoretical perspectives on play-based learning, and its effects on children's cognitive growth and learning. The course also covers preschool environment organization, the value and functionality of educational materials and equipment, and learning processes in early childhood. Specific topics include cooperative learning, the educator's role in designing learning experiences through play, and an introduction to play therapy. Case studies of structured and free play in early childhood education settings are also analyzed.

#### **280-230203: Foreign Language: Scientific Terminology**

The aim of this course is to equip students with the necessary linguistic skills to comprehend, interpret, and effectively use scientific terminology in a foreign language, enhancing their ability to engage with academic texts, research papers, and professional discourse in their field of study.



### ***280-230204: Fundamental Principles of Infant Pedagogy***

The aim of this course is to provide students with foundational knowledge of infant developmental phases and their psychological and pedagogical significance. Students are expected to understand the basic principles of infant education, as well as the role of nutrition and care in comprehensive infant development. Additionally, the course aims to enhance students' understanding of the role and responsibilities of early childhood educators.

### ***280-230205: Creative Language and Children's Literature***

The aim of this course is to enable students to engage in experiential exercises, apply creative expression techniques and activities for children, and compose original texts for various educational contexts. They will also develop familiarity with children's literature, including authors, illustrators, publishers, and researchers in the field. Students will have opportunities to present their work in academic and public settings, create educational videos using language materials, and participate in literary and artistic events. The course encourages collaboration with peers and institutions using storytelling, oral and written literature, and other language arts. It aims to enhance students' oral and written expression, reduce public speaking anxiety, and foster participation in persuasive discourse activities such as debates and presentations. Additionally, it introduces literary movements and genres within children's literature, including both prose and poetry.

## **Semester 3rd**

### **Compulsory Core Courses**

#### ***280-230301: Emergent Literacy***

The aim of this course is to introduce students to the concept of emergent literacy, examining the developmental processes underlying early literacy acquisition. It explores how children in early childhood engage with literacy through cognitive processes and interaction with appropriate stimuli within their sociocultural environment. The course focuses on the developmental trajectory of written language acquisition through real-life, experiential learning situations, highlighting early manifestations of literacy and their pedagogical implications.

#### ***280-230302: Motor Education***

The aim of this course is to equip students with theoretical knowledge and practical experience so that they can organize motor education lessons for young children. The basic rules for organizing and teaching motor education



activities for infants up to six-year-olds are presented in the light of having them understand how the developmental stage of children determines the content of activities, group organization, and the verbal behavior of the instructor. The roles of the instructor (activity organizer, conductor), how they help activate children's creativity and the extensive impact of physical education on the motor, cognitive, and psychosocial development of preschool children are also discussed. The course aims to help participants understand a) the nature of the multifaceted development of preschool children, b) the importance, purposes, and objectives of Physical Education in early childhood, c) the design and organization of developmentally appropriate Physical Education lessons for preschool children.

### ***280-230303: Activities in Infancy***

The aim of this course is to get students understand the basic principles in child development in the main areas (cognitive, emotional, linguistic, social) during infancy, and to acquire knowledge of the principles of daily care and education for infants.

### ***Compulsory Elective Courses (1 of the following)***

#### ***280-230304: Language Expression in the Pedagogy of Theater***

The aim of this course is to provide a theoretical framework and practical applications for studying children's language development from infancy to twelve years of age. Teaching practices for language education and communication with young children will be discussed, along with the role of stimuli in enhancing language development. Examples of early readers and speakers will be presented in relation to their age, with best practices for addressing language delays. Similarly, students will gain the skills for diagnosing and preventing language and communication delays in young children. A comprehensive study of literature on how children develop language and thinking, emphasizing on teaching Greek as a mother tongue, international literature on language education, and the dissemination of mother tongues and dialects, will be covered. Linguistic material for practical application and research will be integrated into the course.

#### ***280-230305: Outdoor Education***

The aim of this course is to introduce students to the framework of integrating and utilizing outdoor spaces in the education and upbringing of young children.

#### ***280-230306: Pedagogical Interactions***

The aim of this course is to provide students with theoretical and practical



knowledge to understand the interpersonal relationship between educators and children, as well as the social relationships within the classroom group. Furthermore, it aims to improve communication techniques, so that future professionals can establish a positive relationship with children.

### ***280-230307: Physical Activity and Health Education***

The aim of this course is to enable students to define physical activity and related terms, understand how physical activity can affect and determine health and quality of life, and recognize the interaction of healthy and unhealthy behaviors. Students will be able to design and implement health education programmes, as well as developmental learning experiences that meet the diverse needs of all children. They will also be familiar with the latest guidelines and recommendations from national and international organizations regarding physical activity.

### ***Compulsory Elective Courses (1 of the following)***

#### ***280-230308: Tests and Measurements in Early Childhood***

The aim of this course is to introduce students to the use of tests and measurements in early childhood. After completing the course, students will be able to search for, evaluate, and apply various tests according to the measurement needs.

#### ***280-230309: Music Pedagogy***

The aim of this course is to familiarize students with appropriate teaching approaches, techniques, and tools for teaching music to preschool children. They will gain the necessary theoretical and practical musical knowledge to perform and sing children's songs for preschoolers and later teach them. The course will also cover methods for teaching songs and music activities, which students will apply in groups, to develop the teaching skills required.

#### ***280-230310: Foreign Language II***

This course aims to further develop and expand students' proficiency in English academic terminology within the framework of their specific field of study. Through engagement with authentic scientific texts, students will refine their ability to comprehend both spoken and written discourse, while also fostering their analytical and critical thinking skills. Emphasis will be placed on enhancing their capacity for inductive reasoning and creative problem-solving in academic and professional contexts.



### **280-230311: Development of Mathematical Concepts**

The aim of this course is to familiarize students with the useful mathematical concepts for the preschoolers and then enable them to comprehend the learning process according to children's approach to these concepts. Students will learn modern theories related to mathematical thinking in preschool age and will be able to discover, organize, and evaluate teaching and methodological approaches for developing activities to teach mathematical concepts in early childhood education.

## **Semester 4<sup>th</sup>**

### **Compulsory Core Courses**

#### **280-23401 Academic Literacy and Introduction to Research Methodology**

The aim of this course is for students to a) acquire knowledge and develop academic literacy skills to meet the demands of their studies and their assignments, and b) familiarize themselves with the field of research, particularly in early childhood education and care, so that they can critically read scientific papers and articles (both Greek and foreign literature), understand, and evaluate published scientific research.

#### **280-23402 Special Education**

The aim of this course is to introduce students to the concepts of diversity and special educational needs. It will cover the main models of disability (medical, social, and multifactorial), present key principles of common special educational needs/disabilities (e.g., intellectual disability, autism, vision and hearing problems) in early childhood, and address critical issues related to their education.

#### **280-23403 Digital Pedagogy**

The aim of this course is to help students improve themselves at a: Knowledge Level: 1) Understand the media emerging from the continuous development of Information and Communication Technologies (ICT) and the possibilities they offer in the educational process, keeping up with the latest trends in the field. 2) Be familiar with digital services that can be used to optimize their studies. 3) Understand the challenges related to the integration of ICT in preschool education. 4) Acquire general knowledge necessary for the application of ICT in early childhood education.

Skills Level: 1) Become proficient in handling and applying basic ICT tools that can support educational work. 2) Be able to apply modern theories in teaching



by integrating ICT into educational interventions. 3) Appropriately utilize ICT to support the educational process and improve its effectiveness.

### **280-23404 Organization of Infant Environments**

The aim of this course is to provide students with basic theoretical and practical knowledge on: a) the importance of quality pedagogical environments for infants, b) the significance of holistic development in quality pedagogical settings, and c) the organization of infant classroom environments to promote the overall development of children in the infant age group.

### **Compulsory Elective Courses (1 out of the following)**

#### **280-23405 Utilization of Digital Media in Pedagogical Practice**

The aim of this course is to help students improve themselves at a: Knowledge Level: 1) Understand the potential created by the ongoing development of ICT and models for integrating ICT in the educational process. 2) Be familiar with international standards for the use of ICT in education. 3) Realize the altered role of educators in an environment enhanced by ICT. 4) Recognize the potential benefits of utilizing ICT in preschool education. 5) Identify the limitations and risks of ICT in early childhood education and ensure its appropriate use.

Skills Level: 1) Understand the need to adapt the educational process to favor the enrichment of learning through ICT. 2) Be able to apply the possibilities provided by ICT in preschool education and realize the added value of its proper implementation. 3) Reflect critically on the educational interventions they make using ICT and adapt accordingly. 4) incorporate ICT into their educational work to improve effectiveness. 5) Understand the necessity of integrating ICT with alternative hands-on activities.

#### **280-23406 Family-Educator Collaboration**

The aim of this course is to present to students the ways in which educators can support and enhance collaboration between families and schools, as this dynamic collaboration can significantly influence the quality of preschool education and child development in early life stages. The course introduces students to the fundamental theoretical principles and approaches regarding school-family cooperation and presents issues related to effective communication and collaboration between educators and family members. Throughout the course, students will explore factors influencing family-school collaboration, the opportunities and challenges it presents, and strategies for professionals in early childhood education to develop effective practices to



strengthen this collaboration. Examples of programmes and best practices will frame the course content.

### **280-23407 Theater Pedagogy**

The aim of this course is to familiarize students with the fundamental concepts and tools of Drama Pedagogy. The goal of the course is to raise awareness about dramatic and theatrical expression and equip students with knowledge and skills that enhance the pedagogical process. Additionally, the course aims to get students to comprehend the social dimension of theater and its relationship with the arts and sciences.

### **280-23408 Music and Movement**

The aim of this course is to familiarize students with the sounds and pedagogical principles of Music and Movement Education for preschool children. The course will cover the basic rules for organizing and teaching Music and Movement activities for infants and children aged 2-4, focusing on how the developmental stages of children determine the content of activities, group organization, and the verbal behavior of educators. The course also analyzes the educator's role in organizing and conducting activities, and how the educator helps activate children's creative potential. Students will create a variety of musical measures and rhythms using percussion instruments and sound movements. A variety of musical pieces from different genres, as well as children's songs, will be used as a basis for organizing activities.

## **Semester 5<sup>th</sup>:**

### **Compulsory Core Courses**

#### **280-230501: Seminar on Applied Activities for Internship**

The aim of this course is the design, implementation, and evaluation of activities for infants and early childhood, linking theory with applied pedagogical practice.

#### **280-230502: Internship – Applied Activities**

The aim of this course is to familiarize students both with the learning and socio-cultural environment of infant-toddler centers and with the implementation of the educational and pedagogical process through systematic observation and their involvement in the application of spontaneous and organized activities.

## **Semester 6<sup>th</sup>:**



## **Compulsory Core Courses**

### **280-230601: Evaluation in Educational Sciences**

The aim of this course is to introduce students to the basic concepts of all forms of assessment encountered in any setting of educational evaluation. It introduces students to assessment theories, the theoretical framework that governs them, as well as the theoretical background. The topics covered include practical applications of evaluation science in education, the distinctions and classifications that have been documented, and their application. Additionally, modern trends in programme evaluation and their implementation are discussed. Topics related to the evaluation of children's learning and development in kindergarten settings complete the course content.

### **280-230602: Social Psychology in Educational Settings**

The aim of this course is to enable students understand basic social psychological theories and constructs related to the educational environment. They will also be able to critically discuss how fundamental social psychological constructs affect child-educator relationships and learning, as well as critically examine both the processes and outcomes of social psychological research. Finally, students will be able to assess the relevance of social psychological research to practice in the educational context.

### **280-230603: Environmental Communication in Educational Sciences**

The aim of this course is for students to understand the complexity of environmental issues, the key dimensions of the ecological crisis, and to become sensitized towards addressing them through the implementation of environmental actions and programmes in the Educational Sciences field.

## **Elective Courses (choose 1 from the following):**

### **280-230604: Natural Sciences in Early Childhood Education**

The aim of this course is to help students understand which natural science concepts are relevant to preschool children and help them explain them. Then, students will be able to comprehend better the learning process according to children's approach to these concepts. Students will be familiar with modern learning theories related to the approach to natural science concepts and the development of scientific thinking in preschool-aged children. They will integrate learning objectives with the preschool curriculum and discover, organize, and assess instructional and methodological approaches for teaching natural science concepts in early childhood education.



### **280-230605: Motor Learning and Development**

The aim of this course is to provide basic knowledge foundation on motor learning, motor development, and how these two factors interact throughout an individual's life. Fundamental concepts and terms related to motor learning, development, behavior, motor control, physical activity, and motor skills from infancy to old age will be described. It will also cover the functional and structural limitations observed at different life stages that influence motor development, and the design of appropriate developmental physical activity programmes.

### **280-230606: Organization and Management of Preschool Education Centers**

The aim of this course is to introduce students to the basic principles of organizing and managing a preschool care unit. Topics explored include the analysis of the structure and function of such units, conditions for establishing them, as well as the design, execution, and evaluation of the services provided. The course also covers the life cycle of such an organization, the behavior, the organization, and its operation, as well as leadership and management topics, including service production in childcare, education, and welfare.

### **280-230607: Special Topics in Communication and Interaction Difficulties**

The aim of this course is to introduce and familiarize students with communication and interaction difficulties in infants and preschool children, with a special focus on autism spectrum disorder (ASD). Specific topics include communication and interaction concepts, understanding the basic skills of typically developing children in these areas, terminology (autism or ASD), prevalence, causes, gender differences, primary areas of difficulty/diversity, related theories (e.g., theory of mind and central coherence), educational assessment, educational and therapeutic interventions, inclusion, bullying, the impact of teachers and the school environment, and the global perspective on autism.

### **Courses from other departments of DIPAE**

*Students can choose up to two (2) courses offered by other departments of DIPAE.*

### **Compulsory Elective Courses (Choose 1 of the following)**

#### **280-230608: Research Project Seminars**



### **280-230609 SEM: Applied Assessment in Early Childhood Education**

The aim of the seminar 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. The seminar includes the following phases:

(a) Presentation and analysis of the evaluation instruments that will be the subject of the seminar. The instruments will include standardized tests, assessment scales, questionnaires, and measurements that cover the evaluation in early childhood comprehensively, (b) Analysis, discussion and presentation of the evaluation instruments by groups of students, (c) Piloting and practice of the instruments by students in practice. The seminar concludes with a final presentation of the results and feedback from the students on the potential of the instruments. Upon completion of the course students will be able to: *design* an integrated evaluation process in educational practice, *apply* an evaluation process in practice, respect the basic methodological rules governing evaluative research, *interpret*, analyze and discuss the results of applied evaluative research in practice in a systematic and scientifically sound manner.

### **280-230610 SEM: Applications of Children's Literature**

The aim of the seminar is to introduce students to the field of children's literature and language arts, equipping them with the necessary skills and knowledge to engage in research applications and scientific writing. The course focuses on experiential learning, creative expression, and literary criticism, enhancing students' oral and written communication skills and promoting the use of storytelling and literature as teaching and research tools.

### **280-230611 SEM: Applications of Physical Activity & Movement in Education**

The aim of the seminar is to familiarize students with the applications of physical activity and movement in education for early childhood through the pilot implementation of physical activity and kinetic education activities and protocols. The seminar includes the following phases: (a) Presentation and analysis of concepts related to physical activity and movement in Education. (b) Analysis, discussion, and presentation of physical activity and kinetic education programmes by student groups. (c) Pilot implementation and organization of programmes in practice. The seminar concludes with an evaluation of the programmes and feedback for students on their potential uses.

### **280-230626 SEM: Applications of School and Counseling Psychology**

The aim of the seminar is to familiarize students with issues related to the scientific fields of Counseling and School Psychology, through the application of counseling and school psychology principles and methods in early childhood



care and education settings. Social psychology in the educational setting focuses on the nature of education and the best possible balanced emotional and academic development of children/students.

**280-230627 SEM: Applications of Infant Care and Education**

The aim of the seminar is to provide students with specialized knowledge on topics related to infant education through literature research and to present these in the form of scientific papers. Specifically, students will: search for relevant scientific information from Greek and international literature, become familiar with bibliographic sources and databases, process the results of their literature search, study a specific topic in-depth related to infant education, write a scientific paper, and present it orally.

**280-230628 SEM: Applications of Environmental Education**

The aim of the seminar is to provide the necessary methodological knowledge for students to become involved in the process of conducting scientific research on the environment through bibliographic and empirical research.

**280-230629 SEM: Applications in Pedagogical Practice**

The aim of the seminar is to provide students with the necessary methodological knowledge to familiarize them with the specialized knowledge on specific topics related to pedagogical interactions and their management through bibliographic and empirical research, culminating in the presentation of a scientific paper.

**280-230630 SEM: Applications of Digital Pedagogy**

The aim of the seminar is to introduce students to applied empirical research, scientific writing, and how to investigate Greek and international literature. Its content focuses on the study and application of digital pedagogy topics and creative thinking in the broader field of education.

**280-230631 SEM: Applications of Social and Developmental Psychology**

The aim of the seminar is to familiarize students with the design and implementation of research in the field of social and developmental psychology using quantitative and/or qualitative methodology, as well as the writing of a scientific paper. The goal is to develop a research plan on a specific topic in the form of individual or group work.

**280-230612 SEM: Applications in Special Education**

The aim of the seminar is to familiarize students with disability and/or special educational needs and the inclusion of children who are either diagnosed with them or identified as "at-risk children" who are likely to develop special educational needs. Specifically, students will learn about the general



characteristics of neurodevelopmental disorders and how these affect children's behavior in the classroom. They will also learn observation skills, the logic of assessing and identifying difficulties in the classroom, the importance of the concept "at-risk child", and methods of collaborating with parents and specialists to form appropriate early intervention strategies.

### **280-230613 SEM: Applications of Interventions in Early Childhood Education**

The aim of the seminar is to introduce students to the basic concepts of designing and implementing intervention programmes in early childhood education. Based on the Theory of Change, the course presents the need for intervention programme design and their role in children's development and learning. Through various examples, students will be trained in designing intervention programmes, considering causal relationships between factors, existing assumptions, theoretical frameworks, evidence-based research data, and children's needs. They will understand the role of evaluating similar programmes, revisiting educational research methodology issues.

### **280-230614 SEM: Applied Research in Motor Difficulties**

The aim of the seminar is to describe the phenomenon of motor learning difficulties during infancy, early, childhood and adolescence and familiarize students with contemporary international relevant research literature. Upon the successful completion of the seminar, students will be able to design research proposals concerning topics such as epidemiology, detection and assessment, and intervention management of motor learning difficulties during infancy, early childhood, and childhood.

### **280-230616: SEM: Applications in Transitions**

The aim of the seminar is to get students acquire specialized knowledge on specific topics related to understanding the importance and value of transitions in children's lives and how to manage them through bibliographic and empirical research, presenting them in the form of a scientific paper. Specifically, students are expected to search for appropriate scientific information from the relevant Greek and international literature, familiarize themselves with bibliographic sources and databases, process the results of their literature search, and deeply study a specific topic related to early childhood education, write a scientific paper, and present it orally.

### **280-230623: SEM: Applied Research of Music Pedagogy**

The aim of the seminar is to familiarize students with applications of music pedagogy for preschoolers through the pilot implementation of music teaching activities. The seminar includes the following phases: (a) Presentation and



analysis of concepts related to music teaching, (b) Analysis, discussion, and presentation of music pedagogy programmes by student groups, and (c) Pilot implementation and organization of the programmes in practice. The seminar concludes with the evaluation of the programmes and feedback for students regarding their potential utilization.

**280-230615: SEM: Applications of Emerging Literacy**

The aim of the seminar is to introduce and familiarize students with the emerging literacy framework. The course aims to introduce participants to the developmental process of emerging literacy, focusing on the development of related cognitive processes and the interaction of early childhood children with appropriate stimuli within their socio-cultural context. This field focuses on exploring the developmental course of written language expression, incorporating authentic experiential situations and related precursor manifestations in early childhood. Within this educational framework, students will have the opportunity to explore and analyze practical examples and understand the role of cultural and social contexts in shaping this process. The seminar aims to create a deeper understanding of how language development reflects children's growth during this specific life phase.

**280-230617: SEM: Applied Research on Communication Difficulties**

The aim of the seminar is to acquire students with specialized knowledge on specific topics related to communication and social interaction difficulties and the management of these difficulties through bibliographic and empirical research, and to present them in the form of a scientific paper. Specifically, this seminar will guide students interested in conducting research on issues related to infants' and toddlers' difficulties in communicating and interacting with adults, peers, and their broader environment (e.g., teachers' perceptions, parents' experiences, the role of nuclear and extended family, school-family collaboration). The topic of autism spectrum disorders (ASD) will also be covered extensively, as many of these children may later receive an ASD diagnosis.

**280-230619: SEM: Applied Research on Pedagogical Interactions**

The aim of the seminar is to familiarize students with the processes of designing and implementing a scientific paper related to the interpersonal relationship between educators and children, as well as social relationships in the classroom group.

**280-230620: SEM: Applications of Mathematical Concepts Development**

The aim of the seminar is to equip students with the necessary methodological knowledge to engage in the process of writing a scientific research paper in the



field of mathematical concepts development through bibliographic or empirical research. They will become familiar with designing and implementing research (using quantitative and/or qualitative methodologies) and writing the corresponding scientific paper. The aim is to develop a research plan to study a specific topic (individual or group work).

**280-230621: SEM: Applications of Natural Sciences Concepts Development**

The aim of the seminar is to equip students with the necessary methodological knowledge to engage in the process of writing a scientific research paper in the field of natural sciences concepts development through bibliographic or empirical research. They will become familiar with designing and implementing research (using quantitative and/or qualitative methodologies) and writing the corresponding scientific paper. The aim is to develop a research plan to study a specific topic (individual or group work).

**280-230622: SEM: Applications of Social Self-Efficacy for Early Childhood Educators**

The aim of the seminar is to familiarize students with the design and implementation of research in the field of social self-efficacy. Students are expected to gain a solid understanding of the concept of social self-efficacy and its relevance to the field of education, to explore the theoretical foundations of social self-efficacy and its impact on teacher-child interactions and classroom dynamics. They will be exposed to different methods and tools for assessing social self-efficacy among educators. They will acquire the skills to design and implement surveys, interviews, and observations to measure levels of social self-efficacy in preschool settings.

**280-230624: SEM: Applied Research on Significant Transitions in Education**

The aim of the seminar is to help students gain specialized knowledge on specific topics related to understanding the significance and value of transitions in children's lives and how to manage them through bibliographic and empirical research, presenting their findings in the form of a scientific paper. Specifically, students are expected to search for appropriate scientific information from relevant Greek and international literature, familiarize themselves with bibliographic sources and databases, process the results of the literature review, and study a specific topic related to early childhood education. They will then write a scientific paper and present it orally.

**280-230625: SEM: Applications of Intercultural Research**

The aim of the seminar is to enhance students' skills and knowledge in the field of intercultural education. Through practical and active teaching methods, the



seminar seeks to thoroughly familiarize students so they can develop the necessary skills and knowledge for managing cultural differences and fostering intercultural awareness within the pedagogical process of early childhood children. During the seminar, students will gain the ability to recognize cultural influences in the educational sector, create supportive environments for children from various cultural backgrounds, and develop approaches that promote cooperation and mutual respect among different cultures. Through enriching workshop examples, meetings with representatives of various cultural communities, and the analysis of problematic cases, students will develop experiences and tools that allow them to effectively respond to challenges arising from the multicultural educational reality.

### ***280-230618: SEM: Applied Research on Play***

The aim of the seminar is to enhance students' skills and knowledge concerning play, both from a research and pedagogical perspective. The course content explores the impact of the learning environment and emphasizes the importance of play and creativity in the holistic development of young children.

## ***Semester 7<sup>th</sup>:***

### ***Compulsory Core Courses***

#### ***280-230701: Implementation of Research Designs***

The aim of the course is to equip students with a comprehensive understanding of the process involved in developing and implementing research designs. By the end of the course, students will have acquired the necessary skills to design and execute a research study effectively.

#### ***280-230702: Teaching Methodology: Creativity and Innovation***

The aim of the course is to help students focus on the theoretical and practical aspects of integrating creativity and innovation into the teaching process. Upon successful completion of this course, students will have developed a solid foundation in teaching methodology, gaining a thorough understanding of fundamental principles. They will also explore the conceptual framework of *innovation* and *creativity*, recognizing their significance in educational practice. The course enables students to comprehend the necessity and impact of innovative initiatives in teaching while identifying their potential contributions to the advancement of pedagogy. Additionally, it encourages critical reflection on the limitations and risks associated with innovative teaching interventions.



Through this course, students will develop the ability to adapt pedagogical and teaching practices to an ever-evolving social environment. They will cultivate an *innovative* and *creative* mindset in addressing educational challenges, critically evaluating and refining teaching strategies. Furthermore, they will enhance their instructional skills by expanding their repertoire of teaching methodologies, designing and implementing activities that optimize learning outcomes through creativity and innovation. Finally, they will be encouraged to develop their own original ideas, assess their effectiveness, and refine them, accordingly, fostering continuous improvement in the field of teaching methodology.

### **Compulsory Elective Courses (One of the Following)**

#### **280-230703: Family Psychology**

The aim of the course is to explore the structure and function of the family through various theoretical psychological perspectives, including systemic, psychoanalytic, and feminist approaches. It adopts a seminar-style format, aiming to synthesize the knowledge students have acquired from previous psychology courses. Drawing from a broad range of theoretical viewpoints, the course takes an interdisciplinary approach to understanding the formation of the family in both the public and private spheres.

#### **280-230704: Research Data Analysis**

The aim of the course is to equip students with an understanding of fundamental statistical concepts and the ability to engage with relevant literature, primarily concerning quantitative research. By the end of the course, students are expected to be capable of conducting descriptive statistical data analyses and a limited range of inferential statistical analyses using statistical software packages.

#### **280-230705: Developmental Coordination Difficulties**

The aim of the course is to provide students with a comprehensive understanding of Developmental Coordination Disorder (DCD) and motor learning difficulties from infancy through adolescence. Upon successful completion of this course, students will be able to assess and identify motor learning difficulties at different stages of childhood and adolescence. Furthermore, they will develop the ability to design and implement basic intervention strategies to manage motor-related challenges in daily life, both within and outside the school environment, for children with DCD and motor learning difficulties.



### **280-230706: *Infant and Toddler Mental Health***

The aim of the course is to help students focus on risk and protective factors that make infants and toddlers vulnerable to developing mental health disorders. It examines evidence-based interventions that research and clinical practice have identified as the most promising for preventing and addressing mental health challenges in early childhood. Additionally, the course reviews the applications of infant and toddler mental health principles within the field of early childhood education. The course considers infants and toddlers within the various contexts in which they develop, including early dyadic relationships with primary caregivers, the immediate and extended family, the community, and the cultural environment in which they grow up. Special emphasis is placed on the critical impact of early relationships with primary caregivers on a child's mental health.

### **280-230707: *Assessment and Interventions in Special Education***

The aim of the course is to delve into the key areas essential for the educational assessment and intervention of young children with special educational needs, such as intellectual disabilities, autism, and visual or hearing impairments. After an introduction to the concept of diversity and the special educational needs commonly diagnosed in infancy and early childhood, students will explore how to assess both the strengths and challenges of these children. They will also learn to select appropriate pedagogical interventions, either to implement themselves or to guide colleagues and parents in seeking additional support beyond the school setting.

### **280-230708: *Childhood in Literature***

The aim of the course is to provide fundamental knowledge of both adult and children's literature, aiming to cultivate foundational cultural literacy and a holistic approach to learning. Students will be equipped to incorporate children's literature as a textual genre into their studies and applications for fostering language development in early childhood. The course encourages an appreciation for literature by examining significant authors while also exploring how young children are represented in international literature and, to some extent, in Greek literary expression. It delves into literary schools and movements that have influenced the art of writing. Areas of focus include picture books, comics, children's magazines, and the reading materials of children from both past eras and other countries. This endeavor encourages students to develop criteria for evaluating quality literary works and to refine their reading skills to effectively impart literary knowledge to children.



### ***280-230709: Philosophy for Young Children: Unveiling the Truth***

The aim of the course is to develop educational tools that contribute to a higher quality of life for children, who are constantly exposed to harsh images and information through the media. As early as three years old, children pose countless unanswered questions to adults. Our objective is to learn how to listen to children's thoughts and guide them toward answers that align with their emotional and cognitive maturity. Furthermore, many children's nonfiction books align with the philosophy-for-children approach, helping young learners develop into skilled conversationalists. The integration of language teaching methodologies into the philosophical understanding of school life reorganizes cognitive skills into concepts and perceptions. These skills extend beyond rhetoric and argumentation, encouraging children to develop awareness of their choices, moral reasoning, and aesthetic expression.

### ***280-230710: Teaching Greek as a Second/Foreign Language***

The aim of the course is to help students comprehend the fundamental principles, learning theories, and teaching methods governing the acquisition and instruction of Greek as a second/foreign language. They will also be expected to design language lessons, utilize educational materials for teaching Greek as a second/foreign language, and assess preschool-aged children, as well as evaluate teaching materials produced and adopted by the state for Greek language instruction for non-native speakers. Lastly, special emphasis will be placed on familiarizing students with the framework for teaching Greek within Greek diaspora communities.

### ***280-230711: Significant Transitions in Child Education***

The aim of the course is to introduce students to the understanding of the significance and value of transitions in children's lives and how to manage them effectively. Specifically, it seeks to highlight the importance of transitions, their nature, and their impact on children, parents, and educators. Additionally, it examines methods and practices for strengthening and supporting all involved parties by showcasing best practices from international literature.

### ***280-230712: Course from Another Department of IHU***

Students have the option to select up to two (2) offered courses from another department of the International Hellenic University (IHU).

### ***Compulsory Elective Dissertation Seminars (Choose 1 of the following)***



**280-230713: Dissertation Seminar: Education, Care, and Welfare Policy in Infancy**

*The Dissertation Seminar: Education, Care, and Welfare Policy in Infancy* aims to introduce students to applied empirical research, academic writing, and the process of exploring Greek and international literature. The seminar presents students with the fundamental concepts of designing and implementing early childhood education and care programmes.

**280-230714: Dissertation Seminar: Administration of Early Childhood Education and Care Institutions**

*The Dissertation Seminar: Administration of Early Childhood Education and Care Institutions* aims to introduce students to applied empirical research, academic writing, and the process of exploring Greek and international literature. Its content focuses on the application of evaluative research in the educational environment.

**280-230715: Dissertation Seminar: Utilizing New Technologies in Early Childhood Education**

*The Dissertation Seminar: Utilizing New Technologies in Early Childhood Education* aims to introduce students to applied empirical research, academic writing, and the process of exploring Greek and international literature. Its content focuses on the application of different approaches to incorporating new technologies in early childhood education.

**280-230716: Dissertation Seminar: Methodology of Early Childhood Education**

*The Dissertation Seminar: Methodology of Early Childhood Education* aims to introduce students to applied empirical research, academic writing, and the process of exploring Greek and international literature on topics related to the education and care of infants. The course content includes knowledge about developmental phases and the needs of preschool children, as well as the understanding of basic principles and teaching methods for implementing activities in daycare/preschool centers through an interdisciplinary approach (language, storytelling, natural sciences – environment, music, visual arts). Through various examples, students will be trained in the teaching methodology of skills and educational programmes related to children's development in preschool settings.

**280-230717: Dissertation Seminar: Educational Issues in Early Childhood**

*The Dissertation Seminar: Educational Issues in Early Childhood* aims to



introduce students to the process of conducting a scientific research project in the field of Early Childhood Education, providing all the necessary methodological knowledge through bibliographic and empirical research.

**280-230718: Dissertation Seminar: Music Pedagogy**

*The Dissertation Seminar: Music Pedagogy* aims to familiarize students with the applications of Music Pedagogy for early childhood children through the pilot application of teaching practices. This seminar seeks to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored. The course content includes: 1) the concepts and characteristics of music, 2) the means and methods used for teaching, 3) the design and organization of developmentally appropriate music pedagogy lessons for preschoolers, and 4) the effects of music pedagogy programmes on the physical, emotional, cognitive, and social development of children through music. The seminar includes the following phases: (a) Presentation and analysis of concepts related to music teaching, (b) Analysis, discussion, and presentation of music pedagogy programmes by student groups, and (c) Pilot application and organization of programmes in practice. The seminar concludes with the evaluation of programmes and feedback to students regarding their potential for further use.

**280-230719: Dissertation Seminar: Care and Education of Infants**

*The Dissertation Seminar: Care and Education of Infants* aims to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored in matters relating to infant care and education. The course content includes knowledge about the developmental stages and needs of infants, as well as their psycho-pedagogical significance. It will help students understand the basic principles of infant education and the contribution of nutrition and care to their holistic development. Students will also comprehend the role and duties of early childhood educators. Through a series of examples, students will be trained to investigate factors affecting infant education, considering causal relationships between various factors, existing assumptions, theoretical frameworks, documented research data, and the needs of infants.

**280-230720: Dissertation Seminar: Intercultural Education in Early Childhood**

*The Dissertation Seminar: Intercultural Education in Early Childhood* aims to educate and guide students in exploring and developing scientific research focused on intercultural education for preschool-aged children. Students will acquire specific skills in designing and applying research methodologies that



examine intercultural education at this stage of child development. They will be trained to analyze data collected from intercultural interactions in the preschool environment. Additionally, students will familiarize themselves with the basic principles of scientific writing, including the structure of a scientific article, necessary literature references, and systematic analysis of findings. Throughout the seminar, students will delve into the scientific literature concerning intercultural education and child development in early childhood. They will seek ways to evaluate and integrate literature into their own research, focusing on the intercultural aspect of pedagogical approaches. Students will also have the opportunity to choose research topics closely related to intercultural education in the preschool context. The seminar will provide appropriate academic support and guidance to develop quality Dissertation papers in this field.

### **280-230721: Dissertation Seminar: Natural Sciences in Early Childhood Education**

*The Dissertation Seminar: Natural Sciences in Early Childhood Education* aims to help students acquire the knowledge and skills necessary for composing and writing the Dissertation. Upon successful completion of this seminar, students will be introduced to applied empirical research, scientific writing, and how Greek and international literature is researched and utilized. They will become familiar with designing and conducting research (using quantitative or qualitative methodology) and writing the corresponding scientific paper, with the methodological knowledge needed to conduct research in the field of Natural Sciences in Early Childhood Education through bibliographic or empirical research.

### **280-230722: Dissertation Seminar: Aesthetic Education**

*The Dissertation Seminar: Aesthetic Education* aims to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored in matters related to aesthetic education and creativity. The content of the course includes the study of literature, as well as research designs related to the influence of art on cultivating and fostering creativity in young children. Through a series of examples, students will be trained in the design and implementation of intervention programmes on aesthetic education, considering causal relationships between factors, existing assumptions, theoretical frameworks, documented research data, and the needs of children.

### **280-230723: Dissertation Seminar: Pedagogical Approaches to Social Self-Efficacy in Early Childhood**

*The Dissertation Seminar: Pedagogical Approaches to Social Self-Efficacy in Early Childhood* aims to introduce students to applied empirical research,



scientific writing, and how Greek and international literature is explored. The content deals with the application of research in the field of enhancing positive behaviors and professional development of educators.

**280-230724: Dissertation Seminar: Drama Education in Early Childhood**

*The Dissertation Seminar: Dramatic Education in Early Childhood* aims to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored in matters related to dramatic education and dramatic play. The content of the course includes the study of literature and research designs related to the influence of theater and dramatic play on the development and creativity of young children. Through a series of examples, students will be trained in the design and implementation of intervention programmes focused on dramatic education, considering causal relationships between factors, existing assumptions, theoretical frameworks, documented research data, and the needs of children.

**280-230725: Dissertation Seminar: Teaching Modern Greek Language**

*The Dissertation Seminar: Teaching Modern Greek Language* aims to familiarize students with early childhood education, focusing on the communicative dimension of language and methods for language acquisition, addressing specific needs and knowledge required by educators responsible for language education. Simultaneously, knowledge of language as reading and writing influences teaching and learning in other subjects through language. Students' experience focuses on techniques for teaching oral and written language, expanding vocabulary and linguistic codes in various linguistic environments, exploring suitable materials for teaching, and developing and seeking techniques and materials to facilitate reading skills and written expression. The educational design of language teaching and language education is examined in conjunction with the child's natural inclination for play, alongside their socio-emotional development. The application of language education strategies at each stage of language instruction, with an emphasis on the Greek language, is of interest.

**280-230726: Dissertation Seminar: Physical Activity and Education in Early Childhood**

*The Dissertation Seminar: Physical Activity and Education in Early Childhood* aims to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored. The course content relates to 1) the purposes, goals, and objectives of physical activity and physical education in early childhood, 2) the means and methods applied, 3) the design and organization of developmentally appropriate physical education lessons for



preschool children, and 4) the effects of physical activity and physical education programmes on the physical, emotional, cognitive, and social development of children.

**280-230727: Dissertation Seminar: Digital Pedagogy and Creative Thinking**

*The Dissertation Seminar: Utilizing New Technologies in Preschool Education* aims to introduce students to applied empirical research, scientific writing, and how Greek and international literature is explored. The course content deals with the study and application of topics in digital pedagogy and creative thinking in the broader field of education.

**280-230728: Dissertation Seminar: Environmental Communication and Education in Early Childhood**

*The Dissertation Seminar: Environmental Communication and Education in Early Childhood* aims to introduce students to the process of writing a scientific paper in the field of Environment, providing all the necessary methodological knowledge through literature and empirical research.

**280-230729: Dissertation Seminar: Pedagogical Dimensions of Emerging Literacy**

*The Dissertation Seminar: Pedagogical Dimensions of Emerging Literacy* aims to prepare and guide students in exploring and developing their scientific research on emerging literacy in early childhood. Students will be trained in designing and implementing research methodologies that allow the collection and analysis of data related to emerging literacy. They will also become familiar with the basic principles of scientific writing, including structuring a scientific article, referencing literature, and analyzing findings. Finally, students will dive into the scientific literature related to emerging literacy and child development, experimenting with ways to search, evaluate, and integrate literature into their research. Students will have the opportunity to select research topics related to emerging literacy and early childhood education. The seminar will provide academic support and guidelines necessary for writing a high-quality Dissertation in this field.

**280-230730: Dissertation Seminar: Special Education in Early Childhood**

*The Dissertation Seminar: Special Education in Early Childhood* aims to introduce students to applied empirical research, scientific writing, and how to explore both international and Greek literature. Specifically, the seminar will guide students interested in researching topics related to Special Education (e.g., intellectual disabilities, hearing and visual impairments, autism, behavioral



issues) in infants and toddlers, including their broader environment (e.g., teacher perceptions, parent experiences, school-family collaboration).

**280-230731: Dissertation Seminar: Language Development and Education of Young Children**

*The Dissertation Seminar: Language Development and Education of Young Children* aims to introduce students to the following topics: Theories of child language development and language learning for young children - Traditional and modern approaches to language education in language development theories, Basic principles of language education, Theories on scribbling to writing, Varieties of writing and reading, speech and listening, understanding written and spoken language. From paragraph composition to writing whole texts. Sociolinguistics and pragmatic observations in language, Linguistic environment and sociolinguistics in language didactics. Text genres and teaching proposals. "Errors" in children's language and its peculiarities, language and the brain, speech and language, spelling issues, thought and language. Collection and construction of linguistic material for language teaching and cooperation of various subjects in a language-centered curriculum. Creative expression and language teaching through playful activities. Language and metalanguage, brainstorming, and creative writing in language education with a broader perspective. Emotional and social aspects of language development and education in stereotyped expressions of modern Greek. Metaphorical language as understood by young children. Oral language in language development and education, Issues in reinforcement teaching and addressing specific language needs through case studies, Grammar and syntax in children's activities focusing on language skills in preschool and at home. Museum education and the role of linguistic arts in language education and the acquisition of language skills. Practical exercises and examples of language development and education applications: Metacognitive approach to language communication.

**280-230732: Dissertation Seminar: Motor Coordination with Emphasis on Clumsiness**

*The Dissertation Seminar: Motor Coordination with Emphasis on Clumsiness* aims to introduce students to applied empirical research, scientific writing, and the development of a research proposal in this field. Upon successful completion of this seminar, students will have sufficient knowledge of the basic relevant literature and will be able to write and submit their research proposal for their Dissertation at the end of the semester. The proposal will include research design, review of relevant literature, research methodology, and proposed data management.



### **280-230733: Dissertation Seminar: Movement in Early Childhood**

*The Dissertation Seminar: Movement in Early Childhood* aims to introduce students to applied empirical research, scientific writing, and how to explore both Greek and international literature. The content of the course relates to 1) the purposes, goals, and objectives of movement in early childhood, 2) the means and methods used, 3) the design and organization of developmentally appropriate physical education classes for preschool children, and 4) the effects of these programmes on the motor, emotional, cognitive, and social development of children.

### **280-230734: Dissertation Seminar: Psychosocial Approaches and Interventions in Early Childhood**

*The Dissertation Seminar: Psychosocial Approaches and Interventions in Early Childhood* focuses on the development and social formation of the child in early childhood based on current research in psychology, adopting an ecosystemic, multicultural perspective. Focusing on the role of the early childhood educator, the seminar examines the socio-cultural conditions affecting the psychosocial development of children, interventions to create supportive frameworks for children's benefit, and the skills of supporting individuals involved. The seminar also aims to help students deepen and expand their knowledge regarding the connection between the theory of psychosocial aspects of child development and their application in the field, guiding them to design research proposals that will form the basis of their respective theses.

### **280-230735: Dissertation Seminar: Cognitive Development in Early Childhood**

*The Dissertation Seminar: Cognitive Development in Early Childhood* introduces students to typical cognitive development, specifically how infants and toddlers develop thinking skills. The developmental milestones of a child's growth are addressed. The seminar also focuses on applied empirical research, scientific writing, and how Greek and international literature is explored. The content concerns the design and development of research on cognitive development in early childhood.

### **280-230736: Dissertation Seminar: Enhancement of Positive Behaviors and Professional Development of Educators**

*The Dissertation Seminar: Enhancement of Positive Behaviors and Professional Development of Educators* aims to introduce students to applied empirical research, scientific writing, and the exploration of both Greek and international literature. The content deals with conducting research in the field of enhancing positive behaviors and the professional development of educators.



### **280-230737: Dissertation Seminar: Family Learning Environment in Early Childhood**

*The Dissertation Seminar: Family Learning Environment in Early Childhood* aims to introduce students to: a) the study of Greek and international literature, with an emphasis on the theme of the Family Learning Environment in early childhood, b) applied empirical research, and c) scientific writing. The content of the seminar focuses both on designing evaluative research on the family learning environment of young children and on designing intervention programmes to improve their quality.

### **280-230738: Dissertation Seminar: Play in Early Childhood**

*The Dissertation Seminar: Play in Early Childhood* aims to familiarize students with literature with the role of play in early and preschool childhood. The course content relates to the role of play in early childhood and its impact on the overall development of children in preschool education centers and in the family environment. Additionally, students will explore concepts such as constructive play and risk in play. They will have the opportunity to familiarize themselves with a variety of educational materials that can be used to develop quality play for young children, as the class will be held in the department's Educational Materials Room. The course introduces the pedagogical value of play and its connection to various developmental domains in early and preschool children. Students, after studying the relevant literature, will be asked to present in groups a pedagogical programme design based on play, with a focus on each developmental area separately.

### **280-230739: Dissertation Seminar: Social and Developmental Psychology**

*The Dissertation Seminar: Social and Developmental Psychology* introduces students to the basic theories of social and developmental psychology, specifically the development of infants and toddlers within a social context. The course also focuses on applied empirical research, scientific writing, and how to explore both Greek and international literature. The content pertains to the design and development of research related to the development of infants and toddlers in their social context.

### **280-230740: Dissertation Seminar: Assessment in Preschool Education**

*The Dissertation Seminar: Assessment in Preschool Education* aims to introduce students to applied empirical research, scientific writing, and how to explore Greek and international literature. The content involves the application of evaluative research in the educational environment.



### **280-230741: Dissertation Seminar: Design and Implementation of Intervention Programmes in Early Childhood**

*The Dissertation Seminar: Design and Implementation of Intervention Programmes in Early Childhood* introduces students to the basic concepts of designing and implementing intervention programmes in early childhood. Through various examples, students will be trained in designing intervention programmes, considering causal relationships between factors, existing assumptions, theoretical frameworks, evidence-based research, and the needs of children. They will understand the role of evaluating such programmes, and educational research methodology topics will be revisited.

### **280-230742: Dissertation Seminar: Assessment and Scientific Tools in Early Childhood**

*The Dissertation Seminar: Assessment and Scientific Tools in Early Childhood* aims to introduce students to applied empirical research, scientific writing, and how to explore Greek and international literature. The content focuses on the evaluation of the learning process, learning outcomes, and learning environments. It builds on the knowledge gained from the elective course "Tests and Measurements in Early Childhood."

### **280-230743: Dissertation Seminar: Research Methods in Social Sciences**

*The Dissertation Seminar: Research Methods in Social Sciences* aims to introduce students to applied empirical research, scientific writing, and how to explore Greek and international literature. The content involves the application of both quantitative and qualitative research methods in the educational environment.

## **Semester 8<sup>th</sup>:**

### **Core Compulsory Courses**

#### **280-230801: Dissertation**

The aim of the course is to acquire the knowledge and skills required for conducting and composing scientific papers. Specifically, students are expected to: a) familiarize themselves with the methods and techniques of scientific writing, b) identify, manage, and solve problems that arise during the writing of a scientific paper, c) acquire the knowledge and skills needed to present a scientific paper.



### **280-230802: Intercultural Education**

The aim of this course is to train students to successfully address the diverse cultural, linguistic, and social challenges related to the education and care of children in an increasingly multicultural society.

### ***Compulsory Elective Courses (Choose 1 from the following)***

#### **280-230803: Issues of Psychosocial Care**

The aim of this course is to cover a wide range of situations in which the social dimensions of an individual problem gain particular importance. The main goal is to help students understand the effects that various unpleasant experiences can have on child development, as well as the emotional resilience against such unpleasant events. Risk factors may vary from grief and divorce to racial discrimination and prejudice, and critical issues arising from reconstituted families, adoption, foster care, and child trafficking and placement. The cumulative effect of these factors and the dysfunctional consequences when a child's adaptive abilities are overwhelmed are highlighted. Psychosocial problems are analyzed and discussed in the context of close cooperation between social, school services, and health services for the protection and care of the child.

#### **280-230804: Social Pedagogy**

The aim of this course is to familiarize students with contemporary views on Social Pedagogy. Specifically, students will engage in both theoretical and methodological aspects of the interdisciplinary field of Social Pedagogy.

#### **280-230805: Digital Educational Materials and Creative Learning**

After successfully completing the theoretical part of the course, students will be able to: at a Knowledge Level: Possess knowledge regarding the possibilities created by the continuous development of ICT and the models of integrating ICT in the educational process. Be familiar with international standards for the introduction and utilization of ICT in education. Realize the redefined role of the educator in an educational environment enhanced by ICT. Recognize the potential benefits of utilizing ICT in early childhood education. Identify the limits and risks associated with the use of ICT in early childhood education and take appropriate measures for their optimal use. At a Competency Level: Understand the need to adapt the educational process to favor the enrichment of the learning process with ICT. Recognize the need to utilize the potential of ICT in their educational work in early childhood education and realize the added value that comes from the proper application of ICT. Reflect on their educational



interventions that utilize ICT and critically accept developments in the field. Be able to appropriately utilize ICT in their pedagogical work, improving its effectiveness. Recognize the need to reassess the educational process with the new dimensions opened by integrating ICT into early childhood education. Understand the need to complement ICT interventions with alternative hands-on activities. Concerning skills: Be exposed to a variety of practices using ICT and approach them interdisciplinarily within early childhood education activities. Be able to design and implement activities using ICT to optimize learning outcomes. Develop their own ideas and design new ICT-based activities in early childhood education, which they will be able to evaluate, redefine, and improve.

### **280-230806: *Children at Risk of Emotional Disorders***

The aim of this course is to introduce students to the basic principles of emotional problems and behavioral issues encountered in educational and care settings from an early age in children.

### ***Courses from Other Departments of IHU***

Students can choose up to two (2) courses offered by other departments at DIPAE.



## **Dissertation**

The dissertation is undertaken during the eighth semester of students' undergraduate studies under the supervision of a faculty member. The research topic is determined by the faculty member's expertise and research focus, in collaboration with student's academic interests. Supervision primarily takes place through advisory meetings (in-person or online), with their frequency and format agreed upon between the supervisor and the student.

The dissertation is submitted for evaluation to a three-member committee, consisting of the supervisor and two additional faculty members appointed by the Department Assembly. Submission is made electronically to the Department Secretariat, accompanied by the *Dissertation Submission Form* available on the Department's website. Upon completion of the review process, the student is required to formally defend their thesis. The evaluation criteria encompass both the academic rigor and coherence of the written dissertation, as well as the student's ability to effectively articulate, justify, and critically engage with their research findings.



## Internship

The course “**Practicum – Applied Activities**” is compulsory and is implemented during the **5th semester**. During this period, students are required to observe and participate in applied activities in early childhood education and care settings in either private or public institutions, in order to experience in practice what they will be called upon to carry out as professional educators. Additionally, during the 5th semester students attend the course “**Practicum Seminar**”, which is conducted within the Department.

The main objective of the course “**Practicum – Applied Activities**” is to familiarize students with and enable them to explore the learning environment of early childhood education and care settings through the systematic observation of the educational process. The development of skills related to the planning, implementation, and evaluation of educational activities aims to foster initiative and decision-making, while promoting interaction and cooperation with children, educators, and parents. Furthermore, students are given the opportunity to gain their first professional experience and develop professional awareness by working under real workplace conditions.

The practicum takes place in institutions selected by the Department that provide early childhood education and care (infant, infant-toddler, and childcare centers) located in the **Prefecture of Thessaloniki**. It is supported through supervision by the **Practicum Committee**, which is responsible for placing students in the respective institutions for a period of **thirteen (13) weeks** (the duration of the academic semester). The practicum is carried out **four (4) days per week**, with a duration of **four (4) teaching hours per day**. Students are guided and supervised by mentors/faculty members of the Department throughout the semester, with whom they discuss their experiences, fostering reflection and feedback processes related to teaching and learning.

A **Practicum Committee** has been established by decision of the Department Assembly. It consists of **three (3) faculty members** and is exclusively responsible for coordinating all activities related to the practicum. One member of the Committee is appointed as the **Practicum Coordinator**. The same Committee is also responsible for drafting the **Department’s Practicum Regulations**.

A prerequisite for starting the practicum is that students must register for the course “**Practicum – Applied Activities**” through the **Uniportal electronic platform**. Subsequently, they are informed by the Practicum Coordinator about



the available positions in the host institutions, as well as about their obligations, rights, and the overall structure of the practicum. The Practicum Coordinator ensures the continuous expansion and enrichment of the list of host institutions and that the subject areas of the available positions correspond to the students' educational needs.

The entire progress and evaluation of the student are recorded in the **Practicum Activity Portfolio**, which is regularly updated by both the student and the supervisor. The Practicum Coordinator also provides preparatory training for the student trainees and evaluates their work so that the overall framework operates productively toward the qualitative enhancement of the practicum institution.



## **Research Laboratories**

### ***" Laboratory of Child Development and Learning "***

With Government Gazette (ΦΕΚ) 5316/Issue B'/03.12.2020, "*Laboratory of Child Development and Learning*" was established to serve the educational and research needs in the fields of "Child Development and Learning".

The guiding principles for the activities of the Laboratory are outlined as follows:

- To ensure children are healthy (enjoying good physical and mental health, with a healthy lifestyle).
- To provide a sense of safety (protection from harm and neglect).
- To foster enjoyment and achievement (maximizing their life experiences and developing essential skills for adulthood).
- To contribute positively (participating in society and avoiding antisocial or illegal behaviors).
- To offer opportunities for learning.

The central philosophy of the Laboratory's research activities is based on the following four (4) principles:

- Every child is unique and requires equal educational opportunities.
- The learning and care environment plays one of the primary roles in a child's development.
- Children in early childhood learn through practice and interaction.
- The fundamental role of educators is to encourage and facilitate learning.

The Laboratory's areas of activity include:

- Measuring, evaluating, diagnosing, and documenting the development of young children, aiming to detect potential issues or difficulties.
- Providing counseling support from specialized professionals to families with young children.
- Evaluating the quality of education provided through the adaptation of assessment tools to the Greek educational context.



- Providing scientific support to early childhood education centers and related organizations, aimed at improving the quality of care provided in early childhood education.

### ***" Laboratory of Language, Language Teaching, and Culture "***

By Government Gazette (Φ.Ε.Κ.) 2762/Issue B'/16-5-2024, the University Laboratory titled "*Laboratory of Language, Language Teaching, and Culture*" was established with the aim of addressing the educational, training, and research needs in the relevant scientific fields.

The primary goal of this university laboratory is to meet the following needs:

- Training of educators in teaching Greek as a First, Second, or Foreign Language in early childhood education.
- Training of educators working in classrooms with linguistic and cultural diversity, focusing on issues of multilingualism and multiculturalism.
- Production of training materials for educators based on the aforementioned points a) and b).
- Production of teaching materials for educators based on the aforementioned points a) and b).
- Conducting research both at a national and international level on language, language teaching, and culture in early childhood education.
- Designing and implementing educational programmes and language teaching materials to promote linguistic awareness and cultural consciousness in early childhood education.
- Providing scientific data and educational materials for theoretical and practical training of undergraduate and postgraduate students in the fields of Modern Greek Language (MGL) and Multilingualism.

Within the framework of the activities of the "*Laboratory of Language, Language Teaching, and Culture*" the following activities are expected to take place:

1. Conducting basic and applied research in its areas of expertise, aiming to generate new knowledge and acquire expertise at both the theoretical and experimental-applied levels. Collaboration, as per the decision of the competent body of the University, will be with domestic Higher Education Institutions (HEIs) and recognized institutions abroad, as well as research



and technological bodies in Greece and internationally, provided that their scientific goals align, converge, or are related to those of the laboratory.

2. Contributing to the creation of modern, engaging undergraduate and postgraduate curricula within the academic unit to which the laboratory is affiliated, as well as enhancing existing curricula, in line with the cognitive areas and research interests of the laboratory members.
3. Conducting contemporary research in the framework of cooperation agreements with domestic or international associations, organizations, and educational institutions. The scientific data produced aims to promote science and research in the laboratory's areas of expertise, with a focus on early childhood, compared to international comparative studies of scientific data (Greek language, Greek language teaching, and literature). This is in accordance with the purposes, mission of the Institution, and the applicable laws.



## **Secretariat Services**

### **1. Registration:**

Students' registration in the Department is carried out electronically through the Ministry's online platform, on dates announced by the Ministry. After the completion of the electronic registration process, the required supporting documents are submitted to the Department's Secretariat, as specified on the Department's website. Upon successful registration, students will receive access codes from the Secretariat, enabling them to access all University online services.

### **2. Electronic services available to students:**

Students have access to the following online services:

- "Uniportal": <https://uregister.the.ihu.gr/> (electronic platform for course declarations, grade notifications, etc.)
- "Moodle": <https://exams-ssc.the.ihu.gr/> (asynchronous learning platform)
- "EUDOXUS": <http://eudoxus.gr/> (electronic platform for selecting and distributing textbooks)
- "ELECTRONIC SERVICE FOR OBTAINING ACADEMIC IDENTITY":  
<https://submit-academicid.minedu.gov.gr/> (electronic platform for obtaining academic identity/student pass).

### **3. How is registration/course declaration renewed?**

Course registration renewal takes place at the beginning of each semester, on dates announced by the Secretariat, through the "Uniportal" system. A student may not attend courses, take exams, or receive course materials for a course that is not included in their course declaration.

### **4. How are students informed about grades, course schedules, examination schedules, etc.?**

Students are notified of all important dates, deadlines, and schedules via the Department's website and are expected to regularly check announcements from the Secretariat.

### **5. What services can students request from the Secretariat and how?**

Students may request a Study Certificate, or any other certificate issued by the Secretariat either in person, through an authorized representative, via their



personal email (the one they registered with the Secretariat), their institutional email, or through the "Certificates" menu on the Uniportal system.

**6. What actions must students take once they complete their studies?**

Students must submit a graduation application to the Secretariat, ensuring that they have fulfilled all their obligations and there are no pending issues with the University Services. Following this, the Secretariat will initiate the process of issuing the student's degree certificate.



## **Academic Advisor**

### **General Information**

The Assembly of each Department decides upon the assignment of Academic Advisor duties among the permanent faculty members of the respective Department on a rotating basis. This assignment has an annual tenure, commencing on September 1st of each academic year, and may be renewed with the consent of the faculty member concerned. The assignment may be conducted on an individual student basis, aligning the list of the Department's faculty members with the corresponding list of first-year students for each academic year.

The Assembly of the Department of Early Childhood Education and Care appoints an Academic Advisor for each academic year, whom students may consult. The Academic Advisor provides guidance and support, particularly to first-year students, to facilitate their transition from secondary to higher education. Additionally, the Advisor informs, advises, and assists all students concerning their studies and future professional careers. Care is given to students facing significant personal, family, or other challenges that may hinder the successful completion of their studies. Furthermore, the Academic Advisor identifies dysfunctions or deficiencies that create obstacles for students and proposes measures to address them.

For the academic year 2023–2024, by decision of the Department Assembly, the following faculty members have been designated as Academic Advisors for each year of study:

- *First-year students: Daphne Petkou*
- *Second-year students: Christina Megalonidou*
- *Third-year students: Eleni Tymba*
- *Fourth-year students: Smaragda Papadopoulou*

### **Student Data Protection and Confidentiality**

In carrying out the responsibilities outlined in Sections 2 and 3, the relevant legislation on the protection of students' personal data and the obligation to maintain confidentiality shall apply. This obligation remains in effect even after the conclusion of the Academic Advisor's tenure.



## Erasmus+ Programme

The Erasmus+ mobility programme is the European Union's initiative to support education, training, youth, and sports across Europe. Through Erasmus+, students can:

- Complete part of their studies abroad for a period ranging from 3 to 12 months.
- Undertake an internship in a European Union country.
- Receive a scholarship.
- Have their studies been recognized abroad.
- Experience a different country, immerse themselves in a new culture, and build international friendships.

The Department of Early Childhood Education and Care is committed to enhancing mobility in Higher Education across Europe and ensuring the full recognition of studies and academic qualifications.

Students enrolled in the Department receive financial support to study at universities abroad without interrupting their academic progress, facilitated by the European Credit Transfer and Accumulation System (E.C.T.S.). Erasmus+ students retain nearly all the rights and responsibilities of full-time students at the host university. They participate in courses, assignments, and examinations, which are selected with the guidance and approval of faculty members from both the sending and host institutions. The E.C.T.S. credits earned at the host university are transferred and fully recognized by the home institution.

The Department has established bilateral agreements for student and faculty exchanges with the following universities:

NO	COUNTRY	UNIVERSITY	ERASMUS CODE
1	Belgium	Artevelde University College Ghent, Belgium	<b>B GENT 39</b>



<b>2</b>	<b>Canary Islands</b>	UNIV. DE ATLANTICO MEDIO	<b>E LAS-PAL-48</b>
<b>3</b>	<b>Cyprus</b>	European University Cyprus, Cyprus	<b>CY NICOSIA 24</b>
<b>4</b>	<b>Croatia</b>	University of Zagreb	<b>HR ZAGREB 01</b>
<b>5</b>	<b>Germany</b>	Justus Liebig University Giessen- Germany	<b>D GIESSEN 01</b>
<b>6</b>	<b>Denmark</b>	Absalon, University College, Denmark	<b>DK SORO 02</b>
<b>7</b>	<b>Finland</b>	NOVIA University of Applied Sciences, Vaasa	<b>SF VAASA 13</b>
<b>8</b>	<b>Finland</b>	METROPOLIA AMMATTIKORKEAKOULU	<b>SF HELSINKI41</b>
<b>9</b>	<b>Netherlands</b>	Windesheim University of Applied Sciences	<b>NL ZWOLLE05</b>
<b>10</b>	<b>Norway</b>	Queen Maud University College of Early Childhood Education	<b>N TRONDHE 06</b>
<b>11</b>	<b>Portugal</b>	Instituto Politecnico de Coimbra	<b>P COIMBRA 02</b>
<b>12</b>	<b>Portugal</b>	Instituto Politecnico do Porto (ISCAP), Portugal	<b>P PORTO 05</b>
<b>13</b>	<b>Sicily – Italy</b>	Università degli Studi di Palermo	<b>I PALERMO01</b>
<b>14</b>	<b>Spain</b>	Universidad de Murcia	<b>E MURCIA01</b>
<b>15</b>	<b>Spain – Valencia</b>	FLORIDA UNIVERSITARIA	<b>E VALENCI 16</b>
<b>16</b>	<b>Turkey</b>	METU (Middle EAast Technical University)	<b>TRANKARAO4</b>
<b>17</b>	<b>Malta</b>	L-Universita ta Malta	<b>MT MALTA01</b>
<b>18</b>	<b>Osijek</b>	University of Osijek	<b>HR OSIJEK01</b>



19	Austria	Pädagogische Hochschule NÖ - University College of Teacher Education	A BADEN01
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### ***Erasmus+ Internship Programme***

Regarding internships through Erasmus+, students should be aware of the following:

1. **Eligible Countries:** Internships may take place in any country participating in the Erasmus+ programme. This includes EU member states as well as non-EU countries such as North Macedonia, Iceland, Liechtenstein, Norway, Serbia, Turkey, and the United Kingdom. Notably, an existing partnership agreement with a university in the host country is not required.
2. **Finding a Host Organization:** Students are responsible for securing an internship placement with the support of the Erasmus+ academic coordinator of the Department.
3. **Application Timeline:** The process of identifying a suitable host organization should commence at least 6 months before the planned departure date.

For further information, students are encouraged to contact the Department's Erasmus+ academic coordinator, *Dr. Eleni Tymba, Assistant Professor*, after consulting the following resources:

- [International Hellenic University – European and International Programmes](#)
- [Erasmus+ Information for the Alexandria Campus of IHU](#)



## **Bachelor's degree**

The Department of Early Childhood Education and Care awards the bachelor's degree, and the graduates are called Early Childhood Educators. This degree is classified at Level 6 of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (EHEA).

To obtain the Bachelor's Degree, students must successfully fulfill all requirements of the undergraduate curriculum, accumulating a total of 240 ECTS credits. A student is considered a graduate upon the completion of their final academic obligation. Subsequently, they must submit a Graduation Application to the Secretariat to receive, as an initial step, a Certificate of Completion of Studies, which serves as a temporary official document in place of the diploma.

The official date of degree conferral is the same for all students in the Department who complete their studies within the same examination period. Specifically, the bachelor's degree award date corresponds to the common date on which the finalization of all course grades for a given examination period is completed. This date is determined by a decision of the Departmental Assembly, regardless of the official graduation ceremony date.

### **Professional Rights and Employment Prospects**

Graduates of the Department hold the title of Early Childhood Educators and based on their academic and scientific training, they are qualified to work independently or in collaboration with other professionals in the following sectors, in accordance with their professional rights (Presidential Decree 523/FEK 203/24.12.1992):

1. Design, establishment, organization, and operation of infant and preschool childcare centers.
2. Provision of early childhood education and care for children aged two months up to their enrollment in primary school.
3. Engagement in any other professional activity related to their specialization, as it evolves through advancements in pedagogical science and the field of Early Childhood Education and Care, in accordance with the applicable legal framework.



Additionally, graduates:

4. May advance within the full spectrum of administrative hierarchies in positions related to their field of expertise, in compliance with relevant legislation.
5. Are eligible for employment in educational institutions (e.g., Vocational Training Institutes – IEK), as regulated by the applicable legal provisions.
6. Can participate in research activities as members of research teams focusing on topics within their specialization.
7. Are qualified to work in all member states of the European Union.
8. Are eligible for admission to postgraduate programmes in universities in Greece and abroad, pursuing further academic and professional advancement.



## **Diploma Supplement**

Upon the completion of their studies and the award of the bachelor's degree, graduates may request the issuance of the Diploma Supplement from the Department's Secretariat, available in both Greek and English. This official document accompanies the bachelor's degree and contains standardized information regarding the type, level, content, and status of the studies completed by the holder.

The Diploma Supplement is designed to facilitate the recognition of academic qualifications, ensuring that graduates' degrees are recognized by higher education institutions, public authorities, and employers both nationally and internationally.

The Diploma Supplement provides detailed information on:

- The Bachelor's degree holder
- The type of degree and the awarding institution
- The degree level
- The content of the programme of study and learning outcomes achieved
- The further academic and professional opportunities the degree provides
- The certification of the supplement
- The national higher education system under which the degree was awarded
- Any additional relevant details

The Diploma Supplement is issued free of charge. A sample of the document is available on the Department's website.



## Entrance Examinations for graduates

The entrance examinations are intended for graduates of Universities, Technological Educational Institutes (TEIs), or equivalent institutions in Greece or abroad (recognized by the Hellenic NARIC – Δ.Ο.Α.Τ.Α.Π.), graduates of the School of Pedagogical and Technological Education (A.S.PAI.T.E.), as well as holders of diplomas from Higher Schools of two-year or longer study cycles under the jurisdiction of the Ministry of Culture, Education, and Religious Affairs or other Ministries. Through this process, candidates can enroll in different higher education departments and obtain an additional degree.

The admission quota for entrance students is set at 12% of the total number of entrants per academic year in each University, TEI, or A.S.PAI.T.E. department, in accordance with Ministerial Decision Φ1/192329/B3/2013 (Government Gazette 3185/B' /16-12-2013).

Additionally, the Department of Early Childhood Education and Care (DECEC) accepts graduates of Vocational Training Institutes (IEK) and Post-Secondary Apprenticeship Classes, with an admission quota of up to 5%, based on Ministerial Decision 46935/Z1/21-4-2022 (Government Gazette 2031/B' /21-4-2022). Specifically, graduates of the following specializations are eligible to apply:

- **Private Educational Institution Specializations (Law 2009/1992):**
  - Sector: Health – Aesthetics – Social Services
  - Group: Social Services
  - Specialization: Early Childhood Education in Creative Activities and Expression
- **Private Educational Institution Specializations (Law 4186/2013):**
  - Specialization Name: Infant and Toddler Care Assistant
  - Code (General Secretariat for Lifelong Learning and Youth): 27-00-09-1
- **Post-Secondary Apprenticeship Class:**
  - Specialization: Infant and Toddler Care Assistant

At the Department of Early Childhood Education & Care, the entrance examinations take place during the first ten days of December, while applications



must be submitted to the Department's Secretariat between November 1st and 15th each year. Candidates are examined in three subjects: Developmental Psychology, Fundamental Principles of Infant Pedagogy and Pedagogy. Successful candidates are placed directly into the third semester of the programme. Moreover, they are exempt from attending and being examined in the three subjects in which they were successfully assessed during the transfer examinations.

For further details, students are advised to consult the Internal Regulations of the Undergraduate Programme of Studies of the Department.

*Wishing all students a successful academic year!*

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