

## **Courses in English for ERASMUS STUDENTS**

### **1. Introduction to psychology - compulsory (1<sup>st</sup> year-1<sup>st</sup> semester)**

This module provides an introduction and overview of the development and practice of the science behind people's behavior and thoughts. By highlighting the major theories and controversies in this discipline students will be better able to understand how psychology has developed in the nowadays discipline and how it can be used to improve quality of life.

### **2. Assessment in Educational Sciences – compulsory (1<sup>st</sup> year-2<sup>nd</sup> semester)**

The module presents the different aspects of educational evaluation. It will introduce to students into the different models of evaluation, and their theoretical and scientific background. Moreover, throughout the module important topics of a) applied evaluation procedures, b) contemporary educational program evaluation theories, c) known taxonomies are presented and analysed.

After the successful completion of the module the students will be able to:

1. Become aware of the terms and dimensions of evaluation (e.g. student evaluation, teaching effectiveness evaluation, program evaluation)
2. Present the basic theoretical models and types of evaluation
3. Understand the structure of the contemporary methods in educational evaluation
4. Have the capacity and knowledge in order to design and implement valid evaluation procedures in education

### **3. Movement Play & Basic Skills - compulsory (2<sup>nd</sup> year-3<sup>rd</sup> semester)**

The purpose of this course is to provide students with theoretical knowledge and hands-on experience to understand the importance of movement play for early childhood children, to identify the range of basic skills acquired through movement play, and how movement play can be used to improve all domains of the child's development. At the same time, the concept of physical activity is approached, what are the main axes that characterize it, and why and how it can be incorporated into the daily routine of early childhood children.

### **4. Tests & Measurements in Early Childhood Education – optional compulsory (2<sup>nd</sup> year-3<sup>rd</sup> semester)**

First, the students are getting familiar with general approaches of the assessment and measurements in early childhood education and how these have to be implemented. Then, updated tests and measures are introduced, and the students become aware of how these are selected & used, and how their results are presented.

After the successful completion of the module the students will be able to:

1. Understand the procedures and scopes of assessment and measurements in early childhood education
2. Recognize the contemporary methods of assessment
3. Have the knowledge to design and implement assessment procedure in early childhood education

## **5. Professional Ethics & Ethical Conduct - compulsory (2<sup>nd</sup> year-4<sup>th</sup> semester)**

The aim of this course is the study of the ethical guidelines along with the responsibilities of an early childhood educator. Furthermore, the course seeks to provide students with the necessary knowledge so that they are prepared to successfully address potential difficulties in their workplace.

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

1. identify the ethical principles and the behavioural standards which govern their workplace
2. distinguish the rights, obligations and duties related to their profession
3. identify work-related situations that pose ethical dilemmas
4. show the ability to critically reflect on their professional and pedagogical practices at the community, national, and international level
5. use their knowledge and skills to achieve the formation of their professional identity through reflection and personal dialogue
6. apply the knowledge acquired in professional situations that pose ethical dilemmas
7. prevent and solve problems that arise in their workplace
8. develop abilities and skills to communicate and work with children, parents, colleagues, and other professionals.

## **6. Special Issues in Developmental Psychology – optional compulsory (3<sup>rd</sup> year – 6<sup>th</sup> semester)**

This course aims at providing students the opportunity to lead and participate in scholarly discussions of societal and clinical issues relevant to developmental psychology.

Upon successful completion of this course, students will:

1. demonstrate knowledge of special issues in developmental psychology in the context of Greece
2. integrate theories/research and practice in developmental psychology
3. facilitate scholarly discussion on developmental psychology, and
4. critically assess theoretical models of developmental psychology from a multicultural perspective.

## **7. Developmental psychopathology – compulsory (4<sup>th</sup> year – 7<sup>th</sup> semester)**

This module aims to enhance students' knowledge about current theories and research in the area of developmental psychopathology. There will be an emphasis on the dynamic interplay between genetic (and epigenetic), psychological, social, cognitive, emotional, and cultural influences. The importance of early experiences and the complexities of risk processes and protective factors will be addressed. Issues relating to assessment and research methods will be critically discussed.

## **8. Counselling & Interpersonal Skills in Early Childhood Education – compulsory (4<sup>th</sup> year – 7<sup>th</sup> semester)**

This course aims at familiarise students with the scientific field of Counselling Psychology, to inform them about the various counselling techniques, to practice basic counselling and interpersonal skills, and to discover the usefulness of those skills in their future profession.

Upon successful completion of this course, students will:

1. Know the basic concepts of Counselling Psychology along with its application in Early Childhood Education taking into consideration various social, cultural, contextual, and personal factors that might influence it
2. Identify the role and function of an educator-counsellor
3. Be aware of the stages of counselling when in contact with preschool children and their parents
4. Be familiar with the basic counselling & interpersonal skills in their personal and professional interactions
5. Know the importance of developing and implementing prevention and intervention programmes to deal with preschool children's difficulties
6. Follow the counselling stages in their contacts with preschool children and their parents as well as their colleagues.
7. Apply the basic counselling skills their personal and professional interactions

### **9. Applied School Psychology - optional compulsory (4<sup>th</sup> year – 7<sup>th</sup> semester)**

The aim of this course is to introduce students to the scientific field of school psychology and its applications in the context of Early Childhood Education .The focus will be on contemporary psycho-educational and psycho-therapeutic interventions that are used to handle various issues that appear in early childhood centres in order to provide future early childhood educators with knowledge and skills to effectively integrate all children in the early childhood environment.

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

1. critically evaluate the major concepts and research within the field of school psychology
2. demonstrate knowledge of preschool children typical and atypical development taking cultural diversity into consideration
3. discuss contemporary tendencies in early intervention programmes understanding the impact of educational and social factors
4. recognize the vulnerability factors and the protective factors of preschool children and their families
5. make decisions in relation to the choice, development, and evaluation of early intervention programmes in early childhood centres
6. determine the role of early childhood educator in the choice, development, and evaluation of early intervention programmes in early childhood centres

### **10. Social Pedagogy & Interculturalism – optional compulsory (4<sup>th</sup> year-8<sup>th</sup> semester)**

The module aims to familiarize students with the modern aspects of Social Pedagogy and Interculturalism. Specifically, the students are involved in both the theoretical and methodological level of the interdisciplinary field of Social Pedagogy.

The objectives of the course are:

1. Literature review on the social relationships in the classroom and more specifically between school and family
2. Student's knowledge about modern theories of pedagogical interaction (school-family, educators-children)
3. Student's knowledge about the role of the teacher in the 21st century
4. Student's knowledge about the management of multiculturalism and diversity in the classroom (assimilation, recognition, integration)
5. Develop intercultural training for teachers
6. Student's knowledge about skills and analysis tools to address problems with emphasis on those occurring in the classroom and school environment