

# Inter-departmental Program of Study MSc in Education for the Environment and Sustainable Development

## **Coordinator**

Kadis Costas - Associate Professor

## **Teaching Staff**

The program is delivered by Faculty from the School of Education and supported by Faculty from the School of Humanities and Social Sciences

## **Visiting Teaching Staff**

Flogaiti Evgenia - Professor

Georgopoulos Alexandros - Professor

Zachariou Aravella - Assistant Professor

Demetriou Anastasia - Assistant Professor

Liarakou Georgia - Assistant Professor

Loukaides Constantinos - Lecturer

Hatzipakkos Charalambos - Lecturer

## MSc in Education for the Environment and Sustainable Development

3 Semesters, Master of Science, European Credit Transfer and Accumulation System ECTS



### Aims:

The Postgraduate Program "MSc in Education for the Environment and Sustainable Development" aims to help students from various professional backgrounds to scrutinise educational, environmental and sustainable development issues on a theoretical and practical level. Students will develop their scientific and professional activity within the field of EESD in formal, informal and non formal educational settings.

After the completion of their studies students are expected to be competent and ready to promote innovative educational models that would reinforce the knowledge and skills needed for the propagation of sustainable development and the protection and sustainable use of the environment and natural resources, through their professional environments (educational institutions; organisations; services and associations from the private and public sector).

Research in EESD will also be promoted in ways such as the development of collaboration networks with common areas of research interests between the university and other academic and social partners on a local, peripheral (Mediterranean) and international level. Such collaborations will build valuable experiences and can promote EESD as an issue of national and peripheral educational priority. Program implementation will be supported by several public and private institutions and organisations in Cyprus (related to environmental conservation, protection and sustainable use, sustainable development, environmental education and education for Sustainable Development) as well as by distinguished academics from Greek Universities in order to facilitate establishing and developing collaboration networks.

### Objectives:

- To prepare professionals able to implement actions and promote programmes related to education, environment and sustainable development within formal, non formal and informal education;
- To create multidisciplinary expert groups that will disseminate and raise awareness on issues related to the threefold of education, environment and sustainable development;
- To systematically explore EESD within education and other professional settings, through basic and applied research, in order to assess the current EESD conditions and develop new ideas concerning the development and improvement of innovative educational methods, techniques and educational programs;
- To disseminate research results to Cyprus Educational Authorities and other institutions and organisations involved in decision making, control and implementation of actions concerning the protection of natural, cultural and social environment;
- To establish collaboration networks with other universities in Cyprus and abroad so as to promote EESD research and academic dialogue through student and academic staff exchange as a means of acquiring experience, achieving effective exploitation of research results, good practice examples and innovation in EESD amongst the collaborators;
- To strengthen the communication and information exchange channels amongst working groups, university networks, and other collaboration structures which study EESD issues locally, peripherally and globally, using the potential that modern technology can offer.

### Special facilities, infrastructure and support

Frederick University can support the conduct of courses that require the use of special facilities with the laboratory facilities and the special units available: Science Education Lab, Nature Conservation Unit Lab and Frederick University Teaching Classes. Simultaneously the cooperation with Organizations and Associations necessary for the support and implementation of the Program can provide access to facilities that can enhance students' experiences and gain from the program. These Organisations and Associations are:

-Ministry of Education and Culture - Cyprus Pedagogical Institute  
Environmental Education Centres Network, Ministry of Education and Culture

-Ministry of Agriculture, Natural Resources and Environment  
Forestry Unit - (Athalassa Park and Nurseries, Botanical Gardens)  
Environment Service  
Agricultural Research Institute  
Geological Survey Department

- Water Museum
- Sea Museum
- AKTI Environmental Research and Study Centre (NGO)
- Green-Dot

*The program has been conditionally approved by the Evaluation Committee of Private Universities ( ECPU )*

**The Program requires the completion of 90 ECTS credits and comprises of required courses, elective courses and a dissertation as specified below:**

|                         | ECTS      |
|-------------------------|-----------|
| <b>Required Courses</b> | <b>30</b> |
| <b>Elective Courses</b> | <b>30</b> |
| <b>Dissertation</b>     | <b>30</b> |
| <b>TOTAL</b>            | <b>90</b> |

| Required Courses   | ECTS | Hours |
|--|------|-------|
| EESD501 Environment and Sustainable Development: Concepts and Issues                                   | 5    | 3     |
| EESD502 From Environmental Education to Education for Sustainable Development: A Theoretical Framework | 5    | 3     |
| EESD503 Contemporary Approaches to Education for the Environment and Sustainable Development           | 5    | 3     |
| EESD504 Research in Education for the Environment and Sustainable Development                          | 5    | 3     |
| EESD505 Designing Education Programmes for the Environment and Sustainable Development                 | 5    | 3     |
| EESD506 Non Formal Education and Education for the Environment and Sustainable Development             | 5    | 3     |
| EESD517 Dissertation   | 30   | -     |

| Elective Courses  | ECTS | Hours |
|---|------|-------|
| EESD507 Biodiversity and Education  | 5    | 3     |
| EESD508 Research Methods  | 5    | 3     |
| EESD509 Evaluation in Education for the Environment and Sustainable Development                                   | 5    | 3     |
| EESD510 Environmental Ethics  | 5    | 3     |
| EESD511 New Technologies in Education for the Environment and Sustainable Development                             | 5    | 3     |
| EESD512 Organising Sustainable Schools: Principles and Processes  | 5    | 3     |
| EESD513 Environmental Policy  | 5    | 3     |
| EESD 514 Environmental Communication and the Media  | 5    | 3     |
| EESD 515 Descriptive and Inductive Statistics   | 5    | 3     |
| EESD516 Education and Training on the Environment and Sustainable Development for Organisations and Associations. | 5    | 3     |

## Description of Courses

### EESD501: Environment and Sustainable Development: Concepts and Issues, 5 ECTS

Within this module, students

- Analyse the concept of sustainable development,
- Receive information about contemporary issues of sustainable development and the environment
- Scrutinize sustainable development issues with respect to the environment, society and economy
- Explore the economic, social, cultural and political dimensions of the environmental crisis
- Understand the causes of the environmental degradation and become aware of their personal and collective responsibility as citizens, for environmental protection, conservation and promotion of sustainable development for improving the quality of life.

### EESD502: From Environmental Education to Education for Sustainable Development: A Theoretical Framework, 5 ECTS

Within this module, students

- Are introduced to the theoretical framework of EESD
- Understand key concepts and issues related to the creation and evolution of Environmental Education
- Critically study the elements that lead to EESD and analyse the fundamental characteristics of EESD

### EESD503: Contemporary Approaches to Education for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Learn about the key educational methods and techniques employed by EESD
- Become familiar with EESD pedagogy through practical activities

### EESD504: Research in Education for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Become aware of the contemporary research issues in EESD on a national and international level,
- Become familiar with a variety of research methods through studying examples of research essays and scientific articles,
- Develop skills needed for posing and exploring the research questions which will lead to their masters thesis
- Become familiar with writing research proposals and learn about organizations in Cyprus that are engaged in basic, and applied research in EESD.

### EESD505: Designing Education Programmes for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Are informed about the types of EESD educational programmes
- Become familiar with designing, organizing and implementing EESD programmes in formal education settings.

### EESD506: Non Formal Education and Education for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Understand the role and contribution of non formal education for achieving EESD objectives.
- Learn about ways of using non formal education through practice in various outdoors / out of classroom learning environments and settings

### EESD507: Biodiversity and Education, 5 ECTS

Within this module, students

- Become informed and aware of Cyprus biodiversity issues,
- Are introduced to the framework of biodiversity education
- Acquire knowledge and skills for integrating biodiversity education into their educational praxis.

### EESD508: Research Methods, 5 ECTS

Within this module, students

- Acquire a conceptual understanding of planning and interpreting educational research
- Critical interpretation and theorization of various methodological paradigms
- Develop research questions,
- Acquire reflective, critical skills for evaluating and presenting literature review.

### EESD509: Evaluation in Education for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Introduction to the principles of evaluation in the framework of positivist, interpretative and critical approach to EESD,
- Acquire knowledge and skills for the development and use of tools and methods for evaluation in EESD, with special emphasis on evaluating implementation and educational resources.

### EESD510: Environmental Ethics, 5 ECTS

Within this module, students

- Become aware of the need for developing in the modern society a new code of values according to environmental ethics.
- Acquire educational experiences through critically approaching environmental and SD conflict issues, within experiential workshops. Activities will provide them

with opportunities for discussing the economical, social, cultural and political origins of the environmental crisis and engage them in a solution-finding dialogue.

### EESD511: New Technologies in Education for the Environment and Sustainable Development, 5 ECTS

Within this module, students

- Become familiar with new educational technologies and learn how to use them within the EESD framework in school.
- Practically engage in developing educational materials using new technologies.

### EESD512: Organising Sustainable Schools: Principles and Processes, 5 ECTS

Within this module, students

- Are introduced to the theoretical framework, the principles and concept of the sustainable school
- Critically analyse and study factors that contributed to the gradual development of the Sustainable Schools
- Become familiar with organizing and reforming school structures towards EESD: School curriculum, School unit, Local Community

### EESD513: Environmental Policy, 5 ECTS

Within this module, students

- Are introduced to the processes used for promoting and implementing international, European and local policy concerning environmental protection
- Become familiar with the aims, the process and tools (legislation or public initiatives) that can be used for developing, promoting and implementing environmental policy
- Learn about the processes followed for developing and implementing Educational Policy on SD and environmental issues, on a global, European and local level. Critically discuss the role of EESD as point of reference for policy making.

### EESD514: Environmental Communication and the Media, 5 ECTS

Within this module, students

- Become informed about the MEDIA and their potential in promoting environmental education and policy
- Develop skills useful for developing and implementing communication strategies for disseminating messages, informing, raising public awareness and influencing decision making centres.

### EESD515: Descriptive and Inductive Statistics, 5 ECTS

Within this module, students

- Understand basic concepts of descriptive and inductive statistics so as to be able to study and understand research projects and articles based on quantitative analysis.
- Will analyse quantitatively data that they obtained from their research.

### EESD516: Education and Training on the Environment and Sustainable Development for Organisations and Associations , 5 ECTS

Within this module, students

- Learn about issues concerning decision making and practices within institutions and organizations
- Are informed about environmental hazards in institutions and professional environments
- Become familiar with key principles of non formal and informal education with special emphasis on tools and methods needed for training the professionals in Institutions and Organisations for the Environment and Sustainable Development.



# Department of Primary Education

**Chairperson**

Demetriou Loucia

**Vice-chairperson**

Hadjipanayiotidou Anna (Acting)

**Associate Professor**

Demetriou Loucia

**Assistant Professors**

Hadjipanayiotidou Anna

Kadji Chrysanthi

Karatasou Katerina

Panaoura Areti

Pavlou Victoria

Tsolakides Simeon

**Lecturers**

Anagnostou Garifallos

Eteokleous Nikleia

Orphanos Stelios

**Visiting Teaching Staff**

Charalambakis Christoforos – Professor

Athanasiou Leonidas - Professor

Makrides Klitos – Lecturer

Demosthenous Evipides – Lecturer

Mpekos Ioannis – Lecturer

Maki Panaoura Georgia – Lecturer

Kassini Irene – Lecturer

Champiaouris Costas – Lecturer

Charalambous Elias – Lecturer

Parla-Petrou Eftychia – Lecturer

Georgiades Petros – Lecturer

**Special Teaching Staff**

Athanasiou Georgina

Damianos Andreas

Pittalis Renos

Stylianou Paraskevi

**Field Work Supervisor**

Soteriades Andreas

## Primary Education

4 Years, Bachelor of Education (Ptychio), European Credit Transfer and Accumulation System, ECTS

### General aim:

The program aims to help students to acquire the essential academic, pedagogical, and methodological background, and to develop desirable skills and attitudes so that they effectively and creatively practice the profession of educator in a continuously changing and evolving world, and to render them capable of continuing, if they so desire, into graduate studies.

### The Objectives of the program are:

- The acquisition of academic and pedagogical background in the context of current perceptions.
- The development of essential teaching, administrative, and interpersonal skills and attitudes so that students practice effectively and qualitatively the profession of educator in the elementary school.
- The acquaintance with practice in elementary school classrooms.
- The development of sensitivities and respect to the children and to the diversity among them.
- The development of inquiring mind as well as the capability and willingness for advancement of the profession and the pedagogical knowledge through research.
- The involvement in research that promotes pedagogical knowledge and supports the profession.
- The acquisition of the background to continue studies at graduate level.

### Laboratories

Students of the Department also have access to the University's general purpose computer laboratories. These laboratories, with a total of 140 workstations, offer a wide variety of software including office applications, and educational software packages. The laboratories provide high-speed Internet access and printing facilities and are accessible 08:00 to 21:00 daily.

*The program has been conditionally approved by the Evaluation Committee of Private Universities ( ECPU )*



**The Program requires the completion of 240 ECTS credits and comprises of required courses, specialization courses, elective courses and general education electives as specified below:**

|                                    | ECTS       |
|------------------------------------|------------|
| <b>Required Courses</b>            | <b>204</b> |
| <b>Elective Courses</b>            | <b>16</b>  |
| <b>Specialization Courses</b>      | <b>8</b>   |
| <b>General Education Electives</b> | <b>12</b>  |
| <b>TOTAL</b>                       | <b>240</b> |

| Required Courses  | ECTS | Hours |
|---|------|-------|
| TEP301 Teaching Practice at Primary Education                           | 8    | —     |
| TEP401 Teaching Practice at Primary Education                           | 8    | —     |
| DIS401 Dissertation   | 6    | —     |
| MAT202 Teaching of Mathematics at Primary Education                     | 5    | 3     |
| SCI100 Natural Sciences   | 5    | 3     |
| GRK100 Text Production  | 5    | 3     |
| GRK103 Modern Greek Literature  | 5    | 3     |
| GRK102 Modern Greek Language  | 5    | 3     |
| GRK204 Teaching of Greek Language at Primary Education                  | 5    | 3     |
| GRK205 Teaching of Literature for Children at Primary Education         | 5    | 3     |
| MAT200 Basic Mathematical Concepts                                      | 5    | 3     |
| SCI303 Teaching of Natural Sciences at Primary Education                | 5    | 3     |
| PES100 Introduction to Pedagogical Sciences                             | 5    | 3     |
| EDE201 Educational Evaluation at Primary Education                      | 5    | 3     |
| GRK203 Reading and Writing at Primary Education                         | 4    | 3     |
| HED303 Health Promotion through Primary School                          | 4    | 3     |
| GRK308 Teaching of Greek as a Second Language at Primary Education      | 5    | 3     |
| TEP205 Teaching Practice at Primary Education                           | 4    | —     |
| TEP206 Teaching Practice at Primary Education                           | 4    | —     |
| DIS402 Dissertation   | 4    | —     |
| HIS300 History of Education in Greece and Cyprus                        | 4    | 3     |
| SOC401 Sociology of Education   | 4    | 3     |
| SED200 Introduction to Special Education                                | 4    | 3     |
| SED402 Learning Difficulties  | 4    | 3     |
| ENV300 Environmental and Social Studies at Primary Education            | 4    | 3     |
| COM101 Computer Science   | 4    | 3     |
| SEP101 School Experience I at Primary Education                         | 4    | 3     |
| SEP103 School Experience II at Primary Education                        | 4    | 3     |
| CUR102 The School Environment and its Organization at Primary Education | 4    | 3     |
| CUR203 Theory and Methodology of Teaching at Primary Education          | 4    | 3     |
| REG401 Christian Education  | 4    | 3     |
| PSY102 Developmental Psychology   | 4    | 3     |
| PSY202 Psychology of Learning   | 4    | 3     |
| GED121 Intercultural Education  | 4    | 3     |
| ENV402 Methodology of Environmental Studies at Primary Education        | 4    | 3     |

|  |   |   |
|--|---|---|
| GED122 Museum Education  | 4 | 3 |
| ENG101 Basic English   | 3 | 3 |
| ENG201 Intermediate English  | 3 | 3 |
| ENG301 English Composition   | 3 | 3 |
| ENG401 Advanced Writing  | 3 | 3 |
| HED301 Nutrition at Primary Education  | 4 | 3 |
| MUS100 Music I-Theory  | 3 | 2 |
| MUS303 Music II-Teaching of Music at Primary Education                             | 3 | 2 |
| ART101 Art I at Primary Education  | 3 | 2 |
| ART403 Art II – Teaching of Art at Primary Education                               | 3 | 2 |
| PED101 Physical Education I at Primary Education                                   | 3 | 2 |
| PED103 Physical Education II – Teaching of Physical Education at Primary Education | 3 | 2 |
| DIS301 Methodology of Educational Research   | 2 | 2 |
| DIS302 Statistics  | 2 | 2 |

| Elective Courses                              | ECTS | Hours |
|---|------|-------|
| HED400 Topics of Health                       | 4    | 3     |
| CDL400 Child Language and its Disorders       | 4    | 3     |
| CUR400 Curriculum Development                 | 4    | 3     |
| CUR401 Educational Management/ Administration | 4    | 3     |
| TEC400 Audiovisual Technology                 | 4    | 3     |
| PHI401 Philosophy of Education                | 4    | 3     |
| PSY401 Psychology of Personality              | 4    | 3     |
| PSY402 Social Psychology                      | 4    | 3     |
| DRA200 Creative Drama                         | 4    | 3     |
| COE400 Comparative Education                  | 4    | 3     |
| PCO401 Parent Counseling                      | 4    | 3     |
| TEC302 Educational Technology                 | 4    | 3     |
| MOV401 Movement                               | 4    | 3     |

| General Education Electives          | ECTS | Hours |
|--------------------------------------|------|-------|
| GED110 History of Cyprus             | 4    | 3     |
| GED111 Public Relations              | 4    | 3     |
| GED113 Introduction to Communication | 4    | 3     |
| GED120 European Union and Cyprus     | 4    | 3     |

| Specialization  | ECTS | Hours |
|---|------|-------|
| SPE304 <i>Choose one of the four categories at the 5th semester</i> | 4    | 3     |
| <b>A</b> Specialization in Greek Language                           | 4    | 3     |
| <b>B</b> Specialization in Mathematics                              | 4    | 3     |
| <b>C</b> Specialization in Natural/Environmental Sciences           | 4    | 3     |
| <b>D (one of the following)</b> Artistic Forms                      |      |       |
| 1 Specialization in Music   |      |       |
| 2 Specialization in Art Education                                   |      |       |
| 3 Specialization in Drama Education                                 |      |       |
| 4 Specialization in Physical Education                              | 4    | 3     |
| SPE305 Specialization in the category selected at the 5th semester  | 4    | 3     |

## Description of Courses

### ART101: Art I at Primary Education, ECTS 3

Students are expected to acquire basic and necessary skills in 2-dimensional and 3-dimensional creations, using a variety of materials in painting, sketching, and relief and be able to apply them in teaching activities in the elementary school classroom.

### ART403: Art II – Teaching of Art at Primary Education, ECTS 3

The focus of this course is to analyze teaching strategies and theories for better preparation of prospective teachers for designing effective learning experiences when teaching elementary art education. Methods of teaching are thoroughly examined and ways of integrating the guidelines given by the Ministry of Education and Culture, into the curriculum, are discussed. Students will have the opportunity to practice different methods of teaching in class.

### CDL400: Child Language and its Disorders, ECTS 4

This course looks at how language develops in children. The aim will be to develop an understanding of current models of language and cognitive processes. The course will present developmental trends in language development in respect of different aspects of language (e.g., phonological-morphological). Additionally, some language disorders are going to be presented and discussed.

### COE400: Comparative Education, ECTS 4

Models and theories. Comparative examination and analysis of educational issues with the application of social sciences theories and methods. Analytic examination of the educational systems of other countries. Evaluation, interpretation and comparison of the characteristics of local and foreign educational systems, considering the social elements and forces within which they operate. Develop understandings around educational issues and their examination through a new perspective. Broadening perceptions on education and forces that act upon it.

### COM101: Computer Science, ECTS 4

The aim of the course is to help students acquire the required knowledge and skills in order to be able to use information technology within the context of their profession as teachers. At the end of the course students will be in a position to conceive the usefulness and the necessity of using Information technology, in accordance with the demands of the Information Technology Era. The subjects to be covered are: Introduction to Technology, M.S. Word, M.S. Excel, M.S. Power Point, Email and the Internet.

### CUR102: The School Environment and its Organisation at Primary Education, ECTS 4

Students are expected to familiarize themselves with the natural, manmade and social environment of school, relate it to the organization of space and realize the need for the acquisition of the necessary skills for the teaching/learning activity and the functioning of the school organization.

### CUR203: Theory and Methodology of Teaching at Primary Education, ECTS 4

Teaching and learning as an engaging and interactive process among the teacher, the learner, and the subject matter. Teaching and learning as a problem-solving process that engages the subject matter and the learner toward the effective learning for all students. Processes that support the effective learning, i.e. differentiated and personalized teaching, collaborative learning, metacognitive development, critical thinking, knowledge construction, interdisciplinary approach of knowledge. Democratic processes of teaching and learning, inclusive of equal opportunities, respect of human rights, diversity, individuality, multiculturalism.

### CUR400: Curriculum Development, ECTS 4

Educational policy and curriculum. The process and models of curriculum development within historical, political and sociocultural frames. The significance of curriculum and its structural elements. The Cyprus elementary-school curriculum and other curricula. Curriculum development at macro and micro levels and adaptation to the needs of particular school population. Cohesiveness, cohesion and sequence of curriculum elements and their relation to teaching.

Curriculum implementation. Textbook production and evaluation. School curriculum and out-of-school curriculum. Forms of curriculum that intervene in the process of planning and evaluation. Forms of curriculum inquiry and their critical examination at local and European level.

### CUR401: Educational Management/ Administration, ECTS 4

The models of management and their implementation in school. Effectiveness, quality and the Quality School. The school as an organisation. Headship and leadership. Staff Development. The Cyprus Educational System. The basic educational laws and rules. Communication systems in education. The decision making process. The motivation of teachers and students. Change and innovation in education.

### DIS301: Methodology of Educational Research, ECTS 2

Basic concepts of educational research. The use of qualitative research, the use of quantitative research and the use of the triangulation. The different types of variables and the scales. Research stages: understanding the problem, review of literature, methodology, presentation of the results, discussion/conclusions. Measurement scales. Validity and reliability of measurements. The use of questionnaire, interview, observation.

### DIS302: Statistics, ECTS 2

The course is aimed at helping students become acquainted with the basic types of research (qualitative and quantitative) and the collection of quantitative data. Many different indicators of descriptive statistical analysis by using different statistical packages. Explanation of the results of the statistical analysis and presentation of the results by using different types of diagrams. The selection of the appropriate statistic criteria for each case.

### DIS401 & 402: Dissertation, ECTS 10

Planning and executing a study on a topic relevant to education based on empirical evidence or on literature review, under the supervision of a member of staff of the department.

### DRA200: Creative Drama, ECTS 4

Definition of the terms play, drama, theatre. Introduction to the different techniques of creative drama and their implementation in the course of the general aims of the pre-primary and primary school education. The contribution of creative drama to the development of creativity, imagination, communication, mental and physical knowledge of the child. Communication and development of the understanding of social behaviour through stories and improvisation. The need of theatrical exercises and the use of language and body language for the development of critical thinking and understanding of the views and needs of others. The use of drama as an educational tool for the purpose of teaching other school subjects.

### EDE201: Educational Evaluation at Primary Education, ECTS 5

Aims of evaluation. Models of formative and comparative evaluation. Types of written questions. Classic theory text analysis criteria. Dimensions of educational evaluation. Error analysis (Rasch model). Educational evaluation methods, models and forms. Examination and analysis of authentic forms of evaluation and comparison with aptitude tests. Interpretation, presentation and dissemination of evaluation results with particular emphasis in the use of the portfolio technique. Critical examination of issues concerning educational evaluation, such as teaching, educational work, student-records, intervention programs, education personnel, school unit, educational system and education in general.

### ENG101: Basic English, ECTS 3

The aim of the course is to develop students' ability to comprehend and analyze oral and written language and to improve their communicative skills. It also aims to familiarize the students with grammar and syntax and provide them with extensive study of the major grammatical and syntactic rules including, vocabulary development and basic concepts of writing.

### ENG201: Intermediate English, ECTS 3

The aim of the course is to build on Basic English (ENG 101) and further improve students' ability to comprehend and analyze oral and written language and express themselves confidently and accurately. Instruction and extensive writing will be provided to improve students' reading, writing, listening, and speaking skills.

### ENG301: English Composition, ECTS 3

The aim of the course is to develop the students' writing and oral skills on a mature level and provide guidelines on writing essays, formal letters, and curriculum vitae. Furthermore it aims to practice all language skills in various oral and written tasks achieving accurate and advanced communication. Finally the course aims to sharpen student's ability in developing and expressing opinions, synthesizing texts and ideas, and expressing authentic thought with clarity.

### ENG401: Advanced Writing, ECTS 3

The aim of the course is to provide students with opportunities to further develop creative writing skills on a mature level and enable them to read, discuss and interact on various topics in English. Important language function and structures will be revised and practiced in this context.

### ENV300: Environmental and Social Studies at Primary Education, ECTS 4

This course focuses on the understanding of the interactive relationships between man and the environment. Through the study of different dimensions of the environment (place, time, culture, religion), the course will support students to develop abilities, concepts and attitudes that will be utilised towards the proper interpretation of the environmental changes.

### ENV402: Methodology of Environmental Studies at Primary Education, ECTS 4

The main aim of this course is to discuss different educational methods that promote the understanding of basic environmental concepts by children of primary education. Through this course students will gain training and knowledge on the development and selection of the most appropriate environmental education activities. These activities are expected to effectively support the primary children to gain environmental knowledge and develop environmental awareness.

### GED110: History of Cyprus, ECTS 4

Students are expected to acquire a general view of the history of Cyprus by the main events of the following periods: Archaic, Classical, Hellenistic and Roman, Byzantine, Latin, Ottoman, British and Independence. Turkish invasion and its consequences.

### GED111: Public Relations, ECTS 4

Students will be introduced to the principles and practices of public relations and to the analysis of publicity as a social phenomenon through the study of the structure of communicative practices, encoding and decoding of the message, mass media and public relations, selection of media, advertisement, campaign of public relations, publicity and society.

### GED113: Introduction to Communication, ECTS 4

The course provides an overview of the basic principles and theories of interpersonal, group and mass communication. It includes the following secondary topics: concept, basic principles, function and aim of communication, the model of communication process, verbal/non-verbal communication behavior, theories and perspectives on relations, cultural differences in communication, elements of mass communication, mass communication in society and cultural process and nature of mass media and mass culture. The course aims at the understanding of the main perceptions of the theory of communication and at offering access to a variety of choices dealing with communication behavior.

### GED 120: European Union and Cyprus, ECTS 4

The history of the creation of the European Union (the important changes in the development of the Union), the relations between the EU and Cyprus and the major importance of the accession of Cyprus to the Union (perspectives of finding a solution to the Cyprus problem through the accession). An explanation of the

function of the major institutions of the Union. The political, social and economical changes in the Cypriot society that arise from the new situation.

### GED121: Intercultural Education, ECTS 4

The aim of the course is to help students realize the social terms that the multicultural coexistence places and to be rendered capable to work in a multicultural and multilingual society. Also students will clarify the significance of cross-cultural education, comprehending basic principles in its objectives and its operation. Finally, they will develop skills of integrating the concept of multiculturalism in the teaching and learning.

### GED122: Museum Education, ECTS 4

Purpose of the subject is to give the students the opportunity to decode the message of historical monuments, paintings and crafts, to understand the cultural dimensions of their creation, to gain a personal social and cultural identity, to appreciate the monuments in their natural environment and help children to understand and respect different artistic expressions.

### GRK100: Text Production, ECTS 5

The course aims to enhance student's knowledge of the codes and rules of various text types, as well as of the processes and techniques of text production, ( paraphrase, condensation, analysis / narrative sequence, argumentation etc.) Emphasis is given in the text production as a systematic process, describable, controllable and amenable in rules of deontology.

### GRK103: Modern Greek Literature, ECTS 5

Introductory course offering basic historical knowledge in the area of Modern Greek Literature and elements of the methods of literary analysis. Introduction to the history of Modern Greek Literature (literary periods, literary generations, literary movements, representative authors and texts). Introduction to the concepts and methods of literary analysis (history of literature, literary theory, comparative literature and literary interpretation).

### GRK102: Modern Greek Language, ECTS 5

The course offers the conceptual framework for the study of Modern Greek Language. It includes an introduction to basic elements and approaches in the science of linguistics (e.g. description - regulation, synchronic - diachronic approach, language - speech etc. / linguistic sign, phoneme, morpheme, utterance etc. /dialect, sociolect etc. /phonology, morphology, semantics, pragmatics, dialectology, sociolinguistics etc.).

### GRK203: Reading and Writing at Primary Education, ECTS 4

The skills of first reading and writing. The reading readiness. The pre-reading and pre-writing stages. The various approaches of first reading. How we teach first reading: mechanism, understanding and tone. The curriculum, the text books and other media used in first reading and writing. The other subjects of Greek language in first grade. How to support children with special needs.

### GRK204: Teaching of Greek Language at Primary Education, ECTS 5

Analysis of linguistic theories that influence the language teaching. Integration of language teaching of primary school with the communicative and text-centered approach. Critical examination of the existing language curricula and the text-books which are used for the teaching of language. Ways of evaluation of the course.

### GRK205: Teaching of Literature for Children at Primary Education, ECTS 5

The course is offering the conceptual and methodological framework for the study and teaching of children's literature. It includes an introduction to the theory of children's literature and a short historical introduction to modern children's literature. Emphasis is given in the cognitive object that constitutes the study of children's literature and its approach as object of teaching and learning in the preschool and elementary education.

### GRK308: Teaching of Greek as a Second Language at Primary Education, ECTS 5

Differentiation of language teaching, according at the level at which students, whose mother language is not Greek, acquire Greek language, respecting their cultural and language origin. The linguistic material is offered

- in the frame of communicative approach - in real situations of daily communication.

### HED301: Nutrition at Primary Education, ECTS 4

The purpose of the course is to introduce the basic principles of nutrition: nutritional value of foods, and the value of a balanced diet in child development and health maintenance, especially in infancy and pre-school years and enable students to make healthy choices themselves and teach the subject effectively.

### HED303: Health Promotion through Primary School, ECTS 4

The purpose of the course is to study and analyze the philosophy of health education within the 'health promoting school', its aim and objectives, content methodology, planning and implementation as an interdisciplinary subject of the curriculum.

### HED400: Topics of Health, ECTS 4

The purpose of the course is to encourage the development of a better understanding of health and models of health, the correlation of health and illness, the adoption and change of health behaviors, the adoption of preventative health behaviors and the acquisition of skills, attitudes and values that will contribute to health promotion.

### HIS300: History of Education in Greece and Cyprus, ECTS 4

Students are expected to understand the dynamic interaction of education with various factors: economic, political, cultural, religious, philosophical, sociological etc. as a result of the study of the concept of education as a universal possession. The development of education in Europe, Greece and Cyprus from the Classic Period to the 21st century. The main characteristics of education in Greece and Cyprus today.

### MAT200: Basic Mathematical Concepts, ECTS 5

The basic aim of the course is the development of students' understanding on basic concepts in mathematics in order to develop their efficacy in teaching mathematics at primary education. Fundamental concepts are investigated in the historical development of mathematical thought. The number systems and the main characteristics, the logic, the problem solving, the probabilities, basic concepts in geometry and basic concepts in number theory.

### MAT202: Teaching of Mathematics at Primary Education, ECTS 5

The course is aimed at helping students become acquainted with the objectives and the content of mathematics in primary education, the teaching methods of the subject as they have developed in recent years, the teaching aids, and the contemporary methods of evaluating students' mathematical abilities. At the same time the course examines the fundamental psychological theories as they concern the development of primary mathematical concepts in primary school children.

### MOV401: Movement, ECTS 4

The course aims to guide the prospective teacher in helping students achieve (a) the overall development of their abilities, (b) the development of creativity, imagination and sensitivity and (c) the growth of their individuality. It examines the structure of a dancing course, the theory and the components of dancing movements, the dancing games and the expression of sentiments, the exercise of senses and the dynamics of movement.

### MUS100: Music I - Theory, ECTS 3

The aim of this course is to help students perceive the basic theory of music and acquire basic skills in teaching music. The subjects covered are: reading and writing music, major scales, intervals, words used for performance directions, singing, performing simple melodies and rhythmic phrases, the role of music in children's education, music games and manufacture of simple instruments.

### MUS303: Music II - Teaching of Music at Primary Education, ECTS 3

The aim of this course is to help students widen their knowledge and skills gained in MUS 100 and consolidate the various techniques contributing to the development of their teaching skills. The subjects covered are: music activities and educator's planning, interaction of music activities, assessment in music lessons,

Dalcroze's and Orff's music education systems, basic music concepts, reading and writing music, scales, transpositions, composing, singing, performing.

### PCO401: Parent Counseling, ECTS 4

The purpose of the course is to encourage the organization of seminars where issues relating to child care and health will be analysed and discussed in a manner that will promote parental and community involvement and will contribute towards parents' involvement in the work of school and the improvement of teacher-parent relationships.

### PED101: Physical Education I at Primary Education, ECTS 3

The importance of Physical Education in primary education. Introduction to curriculum and teaching Physical Education. The basic steps of unit plan and lesson plan preparation for school. Physical Education in primary level school program design.

### PED103: Physical Education II – Teaching of Physical Education at Primary Education, ECTS 3

The focus of this course is to analyze teaching strategies and theories for better preparation of prospective teachers for designing effective learning experiences when teaching elementary physical education. Methods of teaching are thoroughly examined and ways of integrating the guidelines given by the Ministry of Education and Culture, into the curriculum, are discussed. Students will have the opportunity to practice different methods of teaching in class.

### PES100, Introduction to Pedagogical Sciences, ECTS 5

Pedagogical models and theories. Schools of pedagogical thought i.e. traditional pedagogy (Herbart), progressive education (Dewey), liberal education (Freire) and critical pedagogy (Apple, Giroux). Critical examination of pedagogical and educational processes, educational aims, human educative capacity from a philosophical and psychological perspective, teacher-learner-school relationship, socio-economic changes and education. The work of great educators like Rousseau, Pestalozzi, Fröbel, Dewey, Decroly, Montessori, Neil, Rogers. Bloom's goal-setting process. Development and (re)evaluation of own pedagogical philosophy.

### PHI401: Philosophy of Education, ECTS 4

Students are expected to understand basic philosophical principles and their influence on education by studying the concept and object of philosophy and its influence on Education. The main philosophical trends through ages, the relationship of philosophy and education, concept and concept analysis, education and its related concepts, ethics and religious education, the philosophies which influenced and are influencing Greek Cypriot education, control and authority in school.

### PSY102: Developmental Psychology, ECTS 4

This course provides an overview of the process of human psychological development through childhood, covering biological, social, emotional and cognitive issues. The course will present the expected developmental milestones during each of these phases of development and we will discuss how significant is the role of adults (parents and teachers) in child development. Students are expected to draw on their own experience and actively participate in the learning.

### PSY202: Psychology of Learning, ECTS 4

The main focus of this course is to firstly present the main learning theories and how they can be linked to educational practice. In particular, the definition, the nature and the process of learning, the factors that affect the learning process, as well as, some cognitive aspects that relate closely with learning (intelligence, memory, creativity), are going to be discussed during the course. The aim of the course is to offer knowledge to students, who are future teachers, so that they will promote efficient and effective learning.

### PSY401: Psychology of Personality, ECTS 4

The course focuses on personality development, with special focus on personality development during childhood. Factors that affect personality development as well as the stages that are supposed to characterize

## Description of Courses

personality development are going to be presented during the course. At the end of the course, students are going to be introduced to some types of personality disorder – focusing on symptoms and treatment. The ways in which educators can facilitate healthy personality development will be presented.

### **PSY402: Social Psychology, ECTS 4**

This course develops students' knowledge of theory and research in social psychology. Major theoretical approaches and issues in contemporary social psychology, including perceiving persons, perceiving groups, social attitudes, leadership, conformity, attraction and close relationships, helping others, aggression, are explored. The application of social psychology to important social issues is discussed.

### **REG401: Christian Education, ECTS 4**

The course is designed to help students familiarize themselves with fundamental Christian Orthodox truths and virtues and to enable them to teach these truths and virtues effectively as a result of deeper study of Jesus Christ's incarnation, life, pedagogical example, miracles and resurrection, the worship and sacraments of Christian Orthodox Church and accepted pedagogical principles for religious education.

### **SCI100: Natural Sciences, ECTS 5**

The course focuses on developing research skills in science education. It investigates children's understanding of concepts from the natural sciences by means of research. The course uses a critical review of the methods used in order to help students learn to plan and implement their own research.

### **SCI303: Teaching of Natural Sciences at Primary Education, ECTS 5**

This is a course on science education in primary school. At the end of the course, students are expected to know and understand the major theories of teaching and learning in the natural sciences as well as the content of science concepts such as electricity, magnets, etc. Students should be able to assess theoretical and didactical approaches. Finally they will have developed their personal ideas and opinions on science teaching and be able to plan and implement teaching units in science.

### **SED200: Introduction to Special Education, ECTS 4**

The content of special education and the definition of the concepts of special education needs. The historical review of special education. The international dimensions of policy of integration and the necessity of establishing a school for all. Special education in Cyprus and the policy of integration in the Cyprus Educational System.

### **SED402: Learning Difficulties, ECTS 4**

In this course students will become familiar with the field of learning disabilities and special education. The aim of the course is for students to become aware of the main characteristics of children diagnosed with different types of the learning difficulties (e.g., specific learning difficulties, sensory problems, giftedness, ADHD), and the implications for differing perspectives in teaching practice.

### **SEP101: School Experience I at Primary Education, ECTS 4**

Familiarizing students with the notions of school as organization, teaching and learning, and their preparation to progressively undertake instructive initiative. Understanding theory and practice as a whole and their progressive application through teaching. Organize visits at elementary and kindergarten schools. Democratic, open, small school. Models and theories of teaching and learning, i.e. teaching that is teacher / learner / material-centred, individualized, traditional, progressive. Types and forms of questions and answers. Effective teaching and learning, and course evaluation and planning including planning, goal-setting, activities.

### **SEP103: School Experience II at Primary Education, ECTS 4**

Familiarizing students with the elementary school as organization and preparing them to undertake instructive

initiative. Understanding theory and practice as a whole and their progressive application through teaching. Organize school visits at small and special elementary schools in urban and rural areas. In-classroom workshops and discussion, creation of portfolios and concept maps. Teaching and learning. Instructive models. Evaluation of real-time and videotaped exemplary teaching, and of educational research data. Action research. Examination and analysis of lesson plans, instructive objectives, means, activities, and instructive material. Creation of educational philosophy that includes democratic, interdisciplinary teaching and learning, multiculturalism, collaborative learning, available resources for teaching and learning, creation of conditions for effective learning for the student and the teacher.

### **SOC401: Sociology of Education, ECTS 8**

Students will understand the sociological factors influencing the structure and dynamics of educational process by studying the concept of sociology, basic sociological concepts, sociological perspectives: structuralism and other approaches, the school as a system, the socialization and its process, school as a social factor, equality and educational opportunity, education and social change and organizational change and efficiency.

### **SPE304 A & SPE305 A: Specialization in Greek Language, ECTS 8**

The course is aimed to give students the opportunity to study independently basic domains of Greek Language and cognitive development in respect of Greek Language. The study of the recent beliefs and ideas for the development of the language teaching according to recent theories. The use of technology in teaching of Language today and the development of curriculum in Language.

### **SPE304 B & SPE305 B: Specialization in Mathematics, ECTS 8**

The course is aimed to give students the opportunity to study independently basic domains of mathematics education and cognitive development in respect of mathematics. The study of the recent beliefs and ideas for the development of the mathematical thought according to recent theories. The use of technology in mathematics education today and the development of curriculum in mathematics education.

### **SPE304 C & SPE305 C: Specialization in Natural/Environmental Sciences, ECTS 8**

Students will critically examine the relations between man and natural environment and the impact human activity has on nature. The course includes an introduction to environmental education, the development of the discipline and its value as an educational tool for teaching and learning about the environment and ultimately the development of environmental values and attitudes.

### **SPE304 D1 & SPE305 D1: Specialization in Music, ECTS 8**

The aim of this course is to help students acquire the knowledge and skills of a music teacher and initiate them into various techniques contributing to the successful implementation of the program. The subjects covered are: analysis of the music curriculum, Swanwick's spiral music development of children, music and movement in the primary school (further development), aural, singing, performing simple children's songs on the instrument of the pupil's choice.

### **SPE304 D2 & SPE305 D2: Specialization in Art Education, ECTS 8**

The aim of the specialization is to give students the opportunity to study in-depth a segment in Art Education in the primary school, under the guidance of the advisor, in order to satisfy their own interests, to extend their knowledge in all the domains of Art Education and to develop skills, relevant to the object of their specialization.

### **SPE304 D3 & SPE305 D3: Specialization in Drama Education, ECTS 8**

The aim of the specialization is to give students the opportunity to study in-depth a segment in Theatre Education in the primary school, under the guidance

of the advisor, in order to satisfy their own interests, to extend their knowledge in all the domains of Theatre Education and to develop skills, relevant to the object of their specialization.

### **SPE304 D4 & SPE305 D4: Specialization in Physical Education, ECTS 8**

The aim of the specialization is to give students the opportunity to study in-depth a segment in Physical Education in the primary school, under the guidance of the advisor, in order to satisfy their own interests, to extend their knowledge in all the domains of Physical Education and to develop skills, relevant to the object of their specialization.

### **TEC302: Educational Technology, ECTS 4**

The aim of the course is to help students to develop the ability to exploit Information Communication Technologies (I.C.T) as educational tools in the context of Primary Education. More specifically, students are expected to be able to integrate modern technological applications in the teaching and learning process (integration within the daily curriculum activities) and within administrative and organizational issues.

### **TEC400: Audiovisual Technology, ECTS 4**

The aim of the course is to familiarize students with the audiovisual tools of teaching, to understand the philosophy, the importance, and the prospect of integrating them in the teaching and learning process. Also students will acquire skills of developing and integrating audiovisual means in the daily curriculum activities, as well as integrate them within administrative and organizational issues, in the context of Primary Education.

### **TEP205 & 206: Teaching Practice at Primary Education, ECTS 8**

Students are expected to familiarize themselves with the practical aspect of their study (teaching practice) to planning, implementing with confidence and evaluating with adequacy peer group lessons from all areas of the School Curriculum and to develop effective commitment and cooperation with the whole school environment.

### **TEP301: Teaching Practice at Primary Education, ECTS 8**

Students are expected to extend their teaching experiences in planning, implementing, evaluating with success lessons from all the areas of the School Program, to follow teaching strategies, techniques and processes that enrich the pupils experience in cognitive, psychomotor and affective domains, to organize and manage effectively the class and school environment and to develop abilities and skills in evaluating and reinforcing themselves and their school work.

### **TEP401: Teaching Practice at Primary Education, ECTS 8**

Students are expected to be in a position to undertake full responsibility in running, teaching and managing a class, to regard themselves as an active and efficient member of the schools personnel, to cooperate closely and sincerely with all the factors involved in the teaching learning process and to contribute with all their behavior and activity in the improvement of school effectiveness and it's organizational health.



# Department of Pre-Primary Education

**Chairperson**

Apostolidou Martha (Acting)

**Vice-chairperson**

Loizidou Natali (Acting)

**Associate Professors**

Kadis Costas

**Assistant Professors**Apostolidou Martha  
Vasiliadou Maria  
Michaelidou-Mitsiou Chrysa  
Constantinou Andri  
Paparistodemou Efthymia**Lecturers**Christodoulidou Maria  
Christodoulou Nicoletta  
Constantinides Panayiotis  
Loizidou Natali**Visiting Teaching Staff**Kokkinos Constantinos – Associate Professor  
Charalambous Kyriacos – Assistant Professor  
Modestou Modestina – Lecturer  
Antoniaders Leandros – Lecturer  
Panayidou Clea – Lecturer  
Papageorgiou Panayiota – Lecturer  
Mesaritou Evgenia – Lecturer  
Kitromilides Giorgos – Lecturer  
Petrou Stelios - Lecturer**Special Teaching Staff**Nicolau Anna  
Mytides Elli  
Pegkas Panayiotis  
Tapakis Alexandros**Field Work Supervisor**

Papantoniou Antonis

## Pre-Primary Education

4 Years, Bachelor of Education (Ptychio), European Credit Transfer and Accumulation System, ECTS

### General Aim:

The program aims to help students to acquire the essential academic, pedagogical, and methodological background, and to develop desirable skills and attitudes so that they effectively and creatively practice the profession of educator in a continuously changing and evolving world, and to render them capable of continuing, if they so desire, into graduate studies.

### The Objectives of the Program are:

- The acquisition of academic and pedagogical background in the context of current perceptions.
- The development of essential teaching, administrative, and interpersonal skills and attitudes so that students practice effectively and qualitatively the profession of educator in the kindergarten school.
- The acquaintance with practice in kindergarten school classrooms.
- The development of sensitivities and respect to the children and to the diversity among them.
- The development of inquiring mind, as well the capability and willingness for advancement of the profession and the pedagogical knowledge through research.
- The involvement in research that promotes pedagogical knowledge and supports the profession.
- The acquisition of the background to continue studies at graduate level.

### Laboratories

Students of the Department also have access to the University's general purpose computer laboratories. These laboratories, with a total of 140 workstations, offer a wide variety of software including office applications, and educational software packages. The laboratories provide high-speed Internet access and printing facilities and are accessible 08:00 to 21:00 daily.

*The program has been conditionally approved by the Evaluation Committee of Private Universities ( ECPU )*



**The Program requires the completion of 240 ECTS credits and comprises of required courses, specialization courses, elective courses and general education electives as specified below:**

|                                    | ECTS       |
|------------------------------------|------------|
| <b>Required Courses</b>            | <b>188</b> |
| <b>Elective Courses</b>            | <b>24</b>  |
| <b>Specialization Courses</b>      | <b>8</b>   |
| <b>General Education Electives</b> | <b>20</b>  |
| <b>TOTAL</b>                       | <b>240</b> |

| Required Courses   | ECTS | Hours |
|--|------|-------|
| TEP302 Teaching Practice at Pre-Primary Education                            | 8    | —     |
| TEP402 Teaching Practice at Pre-Primary Education                            | 8    | —     |
| DIS404 Dissertation  | 6    | —     |
| GRK103 Modern Greek Literature   | 5    | 3     |
| LAN101 Children's Language at Pre-Primary Education                          | 5    | 3     |
| GRK206 Teaching of Literature for Children at Pre-Primary Education          | 5    | 3     |
| PES100 Introduction to Pedagogical Sciences                                  | 5    | 3     |
| EDE200 Educational Evaluation at Pre-Primary Education                       | 5    | 3     |
| MAT201 Teaching of Mathematics at Pre-Primary Education                      | 4    | 3     |
| GRK307 Teaching of Greek as a Second Language at Pre-Primary Education       | 5    | 3     |
| SCI202 Teaching of Natural Sciences at Pre-Primary Education                 | 5    | 3     |
| HED302 The Promotion of Health through Pre-Primary Education                 | 4    | 3     |
| LAN102 Language Teaching at Pre-Primary Education                            | 4    | 3     |
| TEP203 Teaching Practice at Pre-Primary Education                            | 4    | —     |
| TEP204 Teaching Practice at Pre-Primary Education                            | 4    | —     |
| DIS403 Dissertation  | 4    | —     |
| DRA200 Creative Drama  | 4    | 3     |
| HIS300 History of Education in Greece and Cyprus                             | 4    | 3     |
| SOC401 Sociology of Education  | 4    | 3     |
| SED200 Introduction to Special Education                                     | 4    | 3     |
| SED401 Early Intervention to Developmental Problems at Pre-Primary Education | 4    | 3     |
| ENV301 Environmental and Social Studies at Pre-Primary Education             | 4    | 3     |
| COM101 Computer Science  | 4    | 3     |
| SEP100 School Experience I at Pre-Primary Education                          | 4    | 3     |
| SEP104 School Experience II and Course Design at Pre-Primary Education       | 4    | 3     |
| CUR101 The School Environment and its Organization at Pre-Primary Education  | 4    | 3     |
| CUR200 Theory and Methodology of Teaching at Pre-Primary Education           | 4    | 3     |
| REG400 Christian Education at Preschool Age                                  | 4    | 3     |
| PSY101 Developmental Psychology in the First Six Years                       | 4    | 3     |
| PSY201 Psychology of Learning  | 4    | 3     |
| CDL401 Child Language at Pre-Primary Education and its Disorders             | 4    | 3     |
| ENV401 Approaches of Environmental Studies at Pre-Primary Education          | 4    | 3     |

|  |   |   |
|--|---|---|
| ENG101 Basic English   | 3 | 2 |
| ENG201 Intermediate English  | 3 | 3 |
| ENG301 English Composition   | 3 | 3 |
| ENG401 Advanced Writing  | 3 | 3 |
| HED101 Child Care  | 3 | 2 |
| HED401 Nutrition at Pre-Primary Education  | 3 | 2 |
| DRA202 Theatre Education - Puppet Show   | 3 | 2 |
| MUS100 Music I - Theory of Music   | 3 | 2 |
| MUS200 Music II - Teaching Music at Pre-Primary Education                                  | 3 | 2 |
| ART100 Art I - Art at Pre-Primary Education  | 3 | 2 |
| ART200 Art II - Art and the Teaching of Art at Pre-Primary Education                       | 3 | 2 |
| PED100 Physical Education I - Introduction to Physical Education at Pre-Primary Education  | 3 | 2 |
| PED200 Physical Education II - The Teaching of Physical Education at Pre-Primary Education | 3 | 2 |
| DIS301 Methodology of Educational Research   | 2 | 2 |
| DIS302 Statistics  | 2 | 2 |

| Elective Courses  | ECTS | Hours |
|---|------|-------|
| HED402 Topics of Health   | 4    | 3     |
| CUR402 Curriculum Development for Pre-Primary Education               | 4    | 3     |
| CUR400 Educational Management/Administration at Pre-Primary Education | 4    | 3     |
| TEC401 Use of Audiovisual Technology at Pre-Primary Education         | 4    | 3     |
| PHI401 Philosophy of Education  | 4    | 3     |
| PSY401 Psychology of Personality                                      | 4    | 3     |
| PSY402 Social Psychology  | 4    | 3     |
| COE400 Comparative Education  | 4    | 3     |
| PCO400 Parent Counseling for Children at Pre-Primary Education        | 4    | 3     |
| TEC402 Educational Technology at Pre-Primary Education                | 4    | 3     |
| MOV400 Movement at Pre-Primary Education                              | 4    | 3     |

| General Education Electives          | ECTS | Hours |
|--------------------------------------|------|-------|
| GED110 History of Cyprus             | 4    | 3     |
| GED111 Public Relations              | 4    | 3     |
| GED113 Introduction to Communication | 4    | 3     |
| GED120 European Union and Cyprus     | 4    | 3     |
| GED121 Intercultural Education       | 4    | 3     |
| GED122 Museum Education              | 4    | 3     |

| Specialization  | ECTS | Hours |
|---|------|-------|
| SPE302 <b>Choose one of the four categories at the 5th semester</b> | 4    | 3     |
| i. Specialization in Art at Pre-Primary Education                   | 4    | 3     |
| ii. Specialization in Music at Pre-Primary Education                | 4    | 3     |
| iii. Specialization in Drama at Pre-Primary Education               | 4    | 3     |
| iv. Specialization in Physical Education at Pre-Primary Education   | 4    | 3     |
| SPE303 Specialization in the category selected at the 5th semester  | 4    | 3     |

## Description of Courses

### ART100: Art I - Art at Pre-Primary Education, ECTS 3

Students are expected to acquire basic and necessary skills in 2-dimensional and 3 dimensional creations, using a variety of materials in painting, sketching, and relief and be able to apply them in kindergarten classroom activities.

### ART200: ART II - Art and the Teaching of Art at Pre-Primary Education, ECTS 3

The focus of this course is to analyze teaching strategies and theories for better preparation of prospective teachers for designing effective learning experiences when teaching pre-primary art education. Methods of teaching are thoroughly examined and ways of integrating the guidelines given by the Ministry of Education and Culture, into the curriculum, are discussed. Students will have the opportunity to practice different methods of teaching in class.

### CDL401: Child Language at Preschool Age and its Disorders, ECTS 4

This course looks at how language develops in children. The aim will be to develop an understanding of current models of language and cognitive processes. The course will present developmental trends in language development in respect of different aspects of language (e.g., phonological-morphological). Additionally, some language disorders are going to be presented and discussed.

### COE400: Comparative Education, ECTS 4

Models and theories. Comparative examination and analysis of educational issues with the application of social sciences theories and methods. Analytic examination of the educational systems of other countries. Evaluation, interpretation and comparison of the characteristics of local and foreign educational systems, considering the social elements and forces within which they operate. Develop understandings around educational issues and their examination through new lenses. Broadening perceptions on education and forces that act upon it.

### COM101: Computer Science, ECTS 4

The aim of the course is to help students acquire the required knowledge and skills in order to be able to use information technology within the context of their profession as teachers. At the end of the course students will be in a position to conceive the usefulness and the necessity of using information technology, in accordance with the demands of the Information Technology Era. The subjects to be covered are: Introduction to Technology, M.S. Word, M.S. Excel, M.S. Power Point, Email and the Internet.

### CUR200: Theory and Methodology of Teaching at Pre-Primary Education, ECTS 4

Teaching and learning as an engaging and interactive process among the teacher, the learner, and the subject matter. Teaching and learning as a problem-solving process that engages the subject matter and the learner toward the effective learning for all students. Processes that support the effective learning, i.e. differentiated and personalized teaching, collaborative learning, metacognitive development, critical thinking, knowledge construction, interdisciplinary approach to knowledge. Democratic processes of teaching and learning, inclusive of equal opportunities, respect of human rights, diversity, individuality, multiculturalism.

### CUR101: The School Environment and its Organisation at Pre-Primary Education, ECTS 4

Students are expected to familiarize themselves with the natural, manmade and social environment of school, relate it to the organization of space and realize the need for the acquisition of the necessary skills for the teaching/learning activity and the functioning of the school organization.

### CUR402: Curriculum Development for Pre-Primary Education, ECTS 4

Educational policy and curriculum. The process and models of curriculum development within historical, political and sociocultural frames. The significance of curriculum and its structural elements. The Cyprus elementary-school curriculum and other curricula. Curriculum development at macro and micro levels

and adaptation to the needs of particular school population. Cohesiveness, cohesion and sequence of curriculum elements and their relation to teaching. Curriculum implementation. Textbook production and evaluation. School curriculum and out-of-school curriculum. Forms of curriculum that intervene in the process of planning and evaluation. Forms of curriculum inquiry and their critical examination at local and European level.

### CUR400: Educational Management / Administration at Pre-Primary Education, ECTS 4

The models of management and their implementation in school. Effectiveness, quality and the Quality School. The school as an organization. Headship and leadership. Staff Development. The Cyprus Educational System. The basic educational laws and rules. Communication systems in education. The decision making process. The motivation of teachers and students. Change and innovation in education.

### DIS301: Methodology of Educational Research, ECTS 2

Basic concepts of educational research. The use of qualitative research, the use of quantitative research and the use of the triangulation. The different types of variables and the scales. Research stages: understanding the problem, review of literature, methodology, presentation of the results, discussion/conclusions. Measurement scales. Validity and reliability of measurements. The use of questionnaire, interview, observation.

### DIS302: Statistics, ECTS 2

The course is aimed at helping students become acquainted with the basic types of research (qualitative and quantitative) and the collection of quantitative data. Many different indicators of descriptive statistical analysis by using different statistical packages. Explanation of the results of the statistical analysis and presentation of the results by using different types of diagrams. The selection of the appropriate statistic criteria for each case.

### DIS403 & 404: Dissertation, ECTS 10

Planning and executing a study on a topic relevant to education based on empirical evidence or on literature review, under the supervision of a member of staff of the department.

### DRA200: Creative Drama, ECTS 4

Definition of the terms play, drama, theatre. Introduction to the different techniques of creative drama and their implementation in the course of the general aims of the pre-primary and primary school education. The contribution of creative drama to the development of creativity, imagination, communication, mental and physical knowledge of the child. Communication and development of the understanding of social behavior through stories and improvisation. The need of theatrical exercises and the use of language and body language for the development of critical thinking and understanding of the views and needs of others. The use of drama as an educational tool for the purpose of teaching other school subjects.

### DRA202: Theatre Education - Puppet Show, ECTS 3

The need of theatre education at school. The influence of theatrical exercises for the development of socialization and of the language of the child. The development of theatre games into a school performance. The contribution of puppet show as an educational and entertainment medium and its connection to the other activities of the curriculum. Development of constructive skills, production, staging and presentation of school performances and puppet show. Revision of texts and the skill to improvise on them to fit the needs and techniques of a puppet show.

### EDE200: Educational Evaluation at Pre-Primary Education, ECTS 5

Aims of evaluation. Models of formative and comparative evaluation. Types of written questions. Classic theory text analysis criteria. Dimensions of educational evaluation. Error analysis (Rasch model). Educational evaluation methods, models and forms. Examination and analysis of authentic forms of evalu-

ation and comparison with aptitude tests. Interpretation, presentation and dissemination of evaluation results with particular emphasis in the use of the portfolio technique. Critical examination of issues concerning educational evaluation, such as teaching, educational work, student-records, intervention programs, education personnel, school unit, educational system and education in general.

### ENG101: Basic English, ECTS 3

The aim of the course is to develop students' ability to comprehend and analyze oral and written language and to improve their communicative skills. It also aims to familiarize the students with grammar and syntax and provide them with extensive study of the major grammatical and syntactic rules including, vocabulary development and basic concepts of writing.

### ENG201: Intermediate English, ECTS 3

The aim of the course is to build on Basic English and further improve students' ability to comprehend and analyze oral and written language and express themselves confidently and accurately. Instruction and extensive writing will be provided to improve students' reading, writing, listening, and speaking skills.

### ENG301: English Composition, ECTS 3

The aim of the course is to develop the students' writing and oral skills on a mature level and provide guidelines on writing essays, formal letters, and curriculum vitae. Furthermore it aims to practice all language skills in various oral and written tasks achieving accurate and advanced communication. Finally the course aims to sharpen student's ability in developing and expressing opinions, synthesizing texts and ideas, and expressing authentic thought with clarity.

### ENG401: Advanced Writing, ECTS 3

The aim of the course is to provide students with opportunities to further develop creative writing skills on a mature level and enable them to read, discuss and interact on various topics in English. Important language function and structures will be revised and practiced in this context.

### ENV401: Approaches of Environmental Studies at Pre-Primary Education, ECTS 4

The main aim of the course is to discuss different educational methods that promote the understanding of basic environmental concepts by children of pre-primary education. Through this course students will gain training and knowledge on the development and selection of the most appropriate environmental education activities. These activities are expected to effectively support the pre-primary children to gain environmental knowledge and develop environmental awareness.

### ENV301: Environmental and Social Studies at Pre-Primary Education, ECTS 4

This course focuses on the understanding of the interactive relationships between man and the environment. Through the study of different dimensions of the environment (place, time, culture, religion), the course will support the students to develop abilities, concepts and attitudes that will be utilized towards the proper interpretation of the environmental changes.

### GED110: History of Cyprus, ECTS 4

Students are expected to acquire a general view of the history of Cyprus for the main events of the following periods: Archaic, Classical, Hellenistic, Roman, Byzantine, Latin, Ottoman, British and Independence. Turkish invasion and its consequences.

### GED111: Public Relations, ECTS 4

Students will be introduced to the principles and practices of public relations and to the analysis of publicity as a social phenomenon through the study of the structure of communicative practices, encoding and decoding of the message, mass media and public relations, selection of media, advertisement, campaign of public relations, publicity and society.

### GED113: Introduction to Communication, ECTS 4

The course provides an overview of the basic principles and theories of interpersonal, group and mass communication. It includes the following secondary

topics: concept, basic principles, function and aim of communication, the model of communication process, verbal/non-verbal communication behavior, theories and perspectives on relations, cultural differences in communication, elements of mass communication, mass communication in society and cultural process and nature of mass media and mass culture. The course aims at the understanding of the main perceptions of the theory of communication and at offering access to a variety of choices dealing with communication behavior.

### GED120: European Union and Cyprus, ECTS 4

The history of the creation of the European Union (the important changes in the development of the Union), the relations between the EU and Cyprus and the importance of the accession of Cyprus to the Union (perspectives of finding a solution to the Cyprus problem through the accession). An explanation of the function of the major institutions of the Union. The political, social and economical changes in the Cypriot society that arise from the new situation.

### GED121: Intercultural Education, ECTS 4

The aim of the course is to help students realize the social terms that the multicultural coexistence places and to be rendered capable to work in a multicultural and multilingual society. Also the students will clarify the significance of cross-cultural education, comprehending basic principles in its objectives and its operation. Finally, they will develop skills of integrating the concept of multiculturalism in the teaching and learning.

### GED122: Museum Education, ECTS 4

Purpose of the course is to give students the opportunity to decode the message of historical monuments, paintings and crafts, to understand the cultural dimensions of their creation, to gain a personal social and cultural identity, to appreciate the monuments in their natural environment and help children to understand and respect different artistic expressions.

### LAN101: Children's Language at Pre-Primary Education, ECTS 5

Basic language children's characteristics of pre-primary age. Identification of language incapacities of these children, mainly on the communicative field. Identification of the divergences of children's language on phonological, morphological and syntactical matters in relation to their mother language. Similarities and differences between the children's language at pre-primary age and that of adults.

### GRK103: Modern Greek Literature, ECTS 5

Introductory course offering basic historical knowledge in the area of Modern Greek Literature and elements of the methods of literary analysis. Introduction to the history of Modern Greek Literature (literary periods, literary generations, literary movements, representative authors and texts). Introduction to the concepts and methods of literary analysis (history of literature, literary theory, comparative literature and literary interpretation).

### LAN102: Language Teaching at Pre-Primary Education, ECTS 4

The relationship between communication and language. Language acquisition at the infant stage and the parents' role. Language development in the pre-school years. Basic domains of language development; interaction and other relationships among them; whole language development. The environmental print and emergent literacy at home and at the nursery school.

### GRK206: Teaching of Literature for Children at Pre-Primary Education, ECTS 5

Course offering the conceptual and methodological framework for the study and teaching of children's literature. It includes an introduction to the theory of children's literature and a short historical introduction to modern children's literature. Emphasis is given to the cognitive object that constitutes the study of children's literature and its approach as object of teaching and learning in the preschool and elementary education.

### GRK307: Teaching of Greek as a Second Language at Pre-Primary Education, ECTS 5

Differentiation of language teaching, according to the

level to which students, whose mother language is not Greek, acquire Greek language, respecting their cultural and language origin. The linguistic material is offered - in the frame of communicative approach - in real situations of daily communication.

### HED101: Child Care, ECTS 3

The purpose of the course is to introduce the basic principles of health education, as a curriculum subject, its methodology and content. It also aims to transmit basic knowledge on personal and public health and skills and attitudes related to the theory and practice of the care of babies and children in kindergartens and preprimary schools.

### HED302: The Promotion of Health through Pre-Primary Education, ECTS 4

The purpose of the course is to study and analyze the philosophy of health education within the 'health promoting school', its aim and objectives, content methodology, planning and implementation as an interdisciplinary subject of the curriculum.

### HED402: Topics of Health, ECTS 4

The purpose of the course is to encourage the development of a better understanding of health and models of health, the correlation of health and illness, the adoption and change of health behaviors, the adoption of preventative health behaviors and the acquisition of skills, attitudes and values that will contribute to health promotion.

### HED401: Nutrition at Pre-Primary Education, ECTS 3

The purpose of the course is to introduce the basic principles of nutrition: nutritional value of foods, and the value of a balanced diet in child development and health maintenance, especially in infancy and pre-school years and enable students to make healthy choices themselves and teach the subject effectively.

### HIS300: History of Education in Greece and Cyprus, ECTS 4

Students are expected to understand the dynamic interaction of education with various factors: economic, political, cultural, religious, philosophical, sociological etc. as a result of the study of the concept of education as a universal possession. The development of education in Europe, Greece and Cyprus from the Classic Period to the 21st century. The main characteristics of education in Greece and Cyprus today.

### MAT201: Teaching of Mathematics at Pre-Primary Education, ECTS 4

The course is aimed at helping students become acquainted with the objectives and the content of mathematics in pre-primary education (numbers and operations, patterns, geometry, measurement, statistics and probabilities, problem solving), the teaching methods of the subject as they have developed in recent years, the teaching aids, and the contemporary methods of evaluating students' mathematical abilities. At the same time the course examines the fundamental psychological theories as they concern the development of primary mathematical concepts in pre-primary school children.

### MOV400: Movement at Pre-Primary Education, ECTS 4

The course aims to guide the prospective teacher in helping students achieve (a) the overall development of their abilities, (b) the development of creativity, imagination and sensitivity and (c) the growth of their individuality. It examines the structure of a dancing course, the theory and the components of dancing movements, the dancing games and the expression of sentiments, the exercise of senses and the dynamics of movement.

### MUS100: Music I – Theory of Music, ECTS 3

The aim of this course is to introduce students to the basic theory of music and help them acquire basic skills in teaching music at pre-primary level. The subjects covered are: basic theory of music, singing, performing simple melodies on the instrument of the pupil's choice and simple rhythmic phrases on the percussion, basic music concepts, music games (categories of music games) and manufacture of simple instruments.

### MUS200: Music II - Teaching Music at Pre-Primary Education, ECTS 3

The aim of this course is to help students acquire the essential knowledge and skills of a music educator and initiate them into various techniques contributing to the successful implementation of the program. The subjects covered are: music activities and educator's planning, interaction of music activities, assessment in music lessons, international music education systems, singing, performing.

### PCO400: Parent Counseling for Children at Pre-Primary Education, ECTS 4

The purpose of the course is to encourage the organization of seminars where issues relating to child care and health will be analyzed and discussed in a manner that will promote parental and community involvement and will contribute towards parents' involvement in the work of school and the improvement of teacher-parent relationships.

### PED100: Physical Education I - Introduction to Physical Education at Pre-Primary Education, ECTS 3

The importance of Physical Education in pre-primary education. Introduction to curriculum and teaching Physical Education. The basic steps of unit plan and lesson plan preparation for school. Physical Education at pre-primary level school program design.

### PED200: Physical Education II – The Teaching of Physical Education at Pre-Primary Education, ECTS 3

The focus of this course is to analyze teaching strategies and theories for better preparation of prospective teachers for designing effective learning experiences when teaching pre-primary physical education. Methods of teaching are thoroughly examined and ways of integrating the guidelines given by the Ministry of Education and Culture, into the curriculum, are discussed. Students will have the opportunity to practice different methods of teaching in class.

### PES100: Introduction to Pedagogical Sciences, ECTS 5

Pedagogical models and theories. Schools of pedagogical thought i.e. traditional pedagogy (Herbart), progressive education (Dewey), liberal education (Freire) and critical pedagogy (Apple, Giroux). Critical examination of pedagogical and educational processes, educational aims, human educative capacity from a philosophical and psychological perspective, teacher-learner-school relationship, socio-economic changes and education. The work of great educators like Rousseau, Pestalozzi, Fröbel, Dewey, Decroly, Montessori, Neil, Rogers. Bloom's goal-setting process. Development and (re)evaluation of own pedagogical philosophy.

### PHI401: Philosophy of Education, ECTS 4

Students are expected to understand basic philosophical principles and their influence on education by studying the concept and object of philosophy and its influence Education. The main philosophical trends through ages, the relationship of philosophy and education, concept and concept analysis, education and its related concepts, ethics and religious education, the philosophies which influenced and are influencing Greek Cypriot education, control and authority in school.

### PSY101: Developmental Psychology in the First Six Years, ECTS 4

This course provides an overview of the process of human psychological development through childhood, covering biological, social, emotional and cognitive issues. The course will present the expected developmental milestones during each of these phases of development and we will discuss how significant is the role of adults (parents and teachers) in child development. Students are expected to draw on their own experience and actively participate in the learning.

### PSY201: Psychology of Learning, ECTS 4

The main focus of this course is to firstly present the main learning theories and how they can be linked to educational practice. In particular, the definition, the nature and the process of learning, the factors that affect the learning process, as well as, some cognitive

## Description of Courses

aspects that relate closely to learning (intelligence, memory, creativity), are going to be discussed during the course. The aim of the course is to offer knowledge to students, who are future teachers, so that they will promote efficient and effective learning.

### PSY401: Psychology of Personality, ECTS 4

The course focuses on personality development, with special focus on personality development during childhood. Factors that affect personality development as well as the stages that are supposed to characterize personality development are going to be presented during the course. At the end of the course, students are going to be introduced to some types of personality disorder – focusing on symptoms and treatment. The ways in which educators can facilitate healthy personality development will be presented.

### PSY402: Social Psychology, ECTS 4

This course develops students' knowledge of theory and research in social psychology. Major theoretical approaches and issues in contemporary social psychology, including perceiving persons, perceiving groups, social attitudes, leadership, conformity, attraction and close relationships, helping others, aggression, are explored. The application of social psychology to important social issues is discussed.

### REG400: Christian Education at Preschool Age, ECTS 4

The course is designed to help students familiarize themselves with fundamental Christian Orthodox truths and virtues and to enable them to teach these truth and virtues effectively as a result of deeper study of Jesus Christ's incarnation, life, pedagogical example, miracles and resurrection, the worship and sacraments of Christian Orthodox Church and of accepted pedagogical principles for religious education.

### SCI202: Teaching of Natural Sciences at Pre-Primary Education, ECTS 5

This is a course on science education in pre-primary. Students are informed about important theories of cognitive development and learning in science education in the kindergarten. Taught concepts include magnets, photosynthesis etc. Finally they learn to implement their skills and cognition for developing and teaching science units.

### SED200: Introduction to Special Education, ECTS 4

The content of special education and the definition of the concepts of special education needs. The historical review of special education. The international dimensions of policy of integration and the necessity of establishing a school for all. Special education in Cyprus and the policy of integration in the Cyprus Educational System.

### SED401: Early Intervention to Developmental Problems at Pre-Primary Education, ECTS 4

Knowledge of the different developmental disorders in pre-primary level (intellectual, emotional, speech, visual, hearing, etc difficulties). The process of an early identification and scientific intervention. Methodological approaches for the development and application of activities which will help the educators deal with these problems.

### SEP100: School Experience I at Pre-Primary Education, ECTS 4

Familiarizing students with the notions of school as organization, teaching and learning, and their preparation to progressively undertake instructive initiative. Understanding theory and practice as a whole and their progressive application through teaching. Organize visits at elementary and kindergarten schools. Democratic, open, small school. Models and theories of teaching and learning, relating to teacher / learner / material-centred, individualized, traditional, progressive. Types and forms of questions and answers. Effective teaching and learning, and course evaluation and planning including planning, goal-setting, activities.

### SEP104: School Experience II and Course Design at Pre-Primary Education, ECTS 4

Familiarizing students with the kindergarten school as

organization and their preparation to undertake instructive initiative. Understanding theory and practice as a whole and their progressive application through teaching. Organize school visits at small and special kindergarten schools in urban and rural areas. In-classroom workshops and discussion, creation of portfolios and concept maps. Teaching and learning. Instructive models. Evaluation of real-time and videotaped exemplary teaching, and of educational research data. Action research. Examination and analysis of lesson plans, instructive objectives, means, activities, and instructive material. Creation of educational philosophy that includes democratic, interdisciplinary teaching and learning, multiculturalism, collaborative learning, available resources for teaching and learning, creation of conditions for effective learning for the student and the teacher.

### SOC401: Sociology of Education, ECTS 4

Students will understand the sociological factors influencing the structure and dynamics of educational process by studying the concept of sociology, basic sociological concepts, sociological perspectives: structuralism and other approaches, the school as a system, the socialization and its process, school as a social factor, equality and educational opportunity, education and social change and organizational change and efficiency.

### SPE302 i & SPE303 i: Specialization in Art at Pre-Primary Education, ECTS 8

The aim of the specialization is to give students the opportunity to study in-depth a segment in Art Education in the pre-primary school, under the guidance of the advisor, in order to satisfy their own interests, to extend their knowledge in all the domains of Art Education and to develop skills, relevant to the object of their specialization.

### SPE302 ii & SPE303 ii: Specialization in Music at Pre-Primary Education, ECTS 8

The aim of the specialization is to give students the opportunity to study in depth an area of music education, under the supervision of a tutor, to satisfy own interests, to widen their knowledge horizon and to develop relevant skills with the topic of their study.

### SPE302 iii & SPE303 iii: Specialization in Drama at Pre-Primary Education, ECTS 8

The aim of the specialization is to give the students the opportunity to study in-depth a segment in Theatre Education in the primary school, under the guidance of the advisor, in order to satisfy their own interests, to extend their knowledge in all the domains of Theatre Education and to develop skills, relevant to the object of their specialization.

### SPE302 iv & SPE303 iv: Specialization in Physical Education at Pre-Primary Education, ECTS 8

The aim of the specialization is to give students the opportunity to study in-depth a segment in Physical Education at the preschool and school level, under the guidance of an advisor, in order to satisfy their own interests, to extend their knowledge in all three domains of learning (psychomotor, cognitive and affective) and to develop skills, relevant to the object of their study.

### TEC402: Educational Technology at Pre-Primary Education, ECTS 4

The aim of the course is to help students to develop the ability to exploit Information Communication Technologies (I.C.T) as educational tools in the context of Pre Primary and Lower Primary Education. More specifically, the students are expected to be able to integrate modern technological applications in the teaching and learning process (integration within the daily curriculum activities) and within administrative and organizational issues.

### TEC401: Use of Audiovisual Technology at Pre-Primary Education, ECTS 4

The aim of the course is to familiarize students with the audiovisual tools of teaching, to understand the philosophy, the importance, and the prospect of integrating them in the teaching and learning process. Also students will acquire skills of developing and inte-

grating audiovisual means in the daily curriculum activities, as well as integrate them within administrative and organizational issues, in the context of Pre Primary and Lower Primary Education.

### TEP203 & 204: Teaching Practice at Pre-Primary Education, ECTS 8

Students are expected to familiarize themselves with the practical aspect of their study (teaching practice) to the planning, implementing with confidence and evaluating with adequacy peer group lessons from all the areas of the School Curriculum and to develop effective commitment and cooperation with the whole school environment.

### TEP302: Teaching Practice at Pre-Primary Education, ECTS 8

Students are expected to extend their teaching experiences in planning, implementing, evaluating with success lessons from all the areas of the School Program, to follow teaching strategies, techniques and processes that enrich the pupils experience in cognitive, psychomotor and affective domains, to organize and manage effectively the class and school environment and to develop abilities and skills in evaluating and reinforcing themselves and their school work.

### TEP402: Teaching Practice at Pre-Primary Education, ECTS 8

Students are expected to be in position to undertake full responsibility in running, teaching and managing a class, to regard themselves as an active and efficient member of the schools personnel, to cooperate closely and sincerely with all the factors involved in the teaching learning process and to contribute with all their behavior and activity in the improvement of school effectiveness and it's organizational health.

