



Τμήμα Αγωγής & Φροντίδας στην  
Πρώιμη Παιδική Ηλικία  
Πανεπιστήμιο Ιωαννίνων

**Department of Early Years Learning and Care**

*University of Ioannina*

Overview for International Students

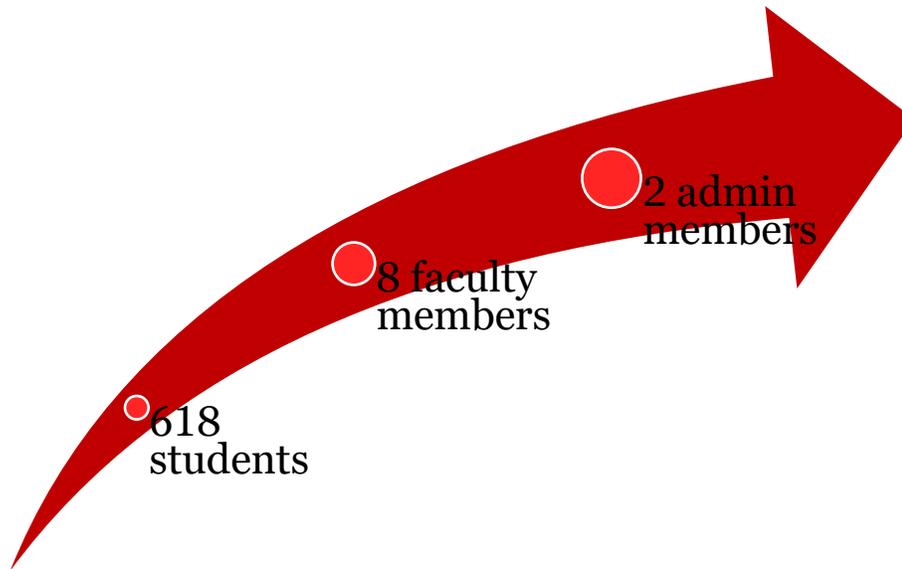
Editor:

Dr. Konstantina Rentzou

Assistant Professor

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## The Department



The Department of Early Years Learning and Care belongs to the School of Social Sciences of the University of Ioannina. The scientific field of the Department is, according to the ISCED-2013 code of Unesco, the "training of preschool teachers" (0112) and concerns the study of the theories, methods and practice that govern the education and care of preschool children. The work of the Department has three interrelated dimensions: teaching, research and connection with the community and its institutions. The work of the Department is governed by the International Convention on the Rights of the Child and General Comment No. 7 (2005) "Implementing Child Rights in Early Childhood".

### **The Mission of the Department**

The Department has a dual mission. On the one hand, it aims to develop the knowledge, skills, competencies, and values that early childhood educators are expected to possess, in order to offer high quality education and care. In this regard, the Department aims to empower students to be able to connect the dimensions of knowledge, practice and values through critical reflection.

On the other hand, the Department aims to support students to develop lifelong learning skills (LLS), such as cognitive skills, self-management and social interaction, which are predictors of academic and professional performance.

As part of its mission, the Department:

1. Creates the conditions for upgrading and improving the quality of early childhood education and care by preparing the future generation of early childhood educators, based on the international and European recommendations for quality assurance in initial professional education and training
2. Monitors international developments in the field of science and education and contributes significantly to the production of new knowledge and research and the co-creation of new approaches
3. Works systematically to highlight the importance of providing quality education and care in early childhood and the need for a holistic approach
4. Develops national collaborations with like-minded Departments, professional organizations and in general with community bodies, which are related to the scientific field of the Department
5. Develops international collaborations with higher education institutions, research centers and international organizations
6. Uses modern technologies and supervisory tools in education
7. Prepares to ensure and continuously improve the quality of education provided.

### **Administration**

*Head of the Department*

Eleni Aretouli,, Assistant Professor, E-mail: [earetouli@uoi.gr](mailto:earetouli@uoi.gr)

*Deputy Head*

Stratoula Mantziou, Professor, [tmantziou@uoi.gr](mailto:tmantziou@uoi.gr)

## Faculty and staff

### Faculty Members

Name	Rank	e-mail
<a href="#">Eleni Aretouli</a>	Associate Professor	<a href="mailto:earetouli@uoi.gr">earetouli@uoi.gr</a>
<a href="#">Stratoula Mantziou</a>	Professor	<a href="mailto:tmantziou@uoi.gr">tmantziou@uoi.gr</a>
<a href="#">Sofia Anastasiou</a>	Associate Professor	<a href="mailto:anastasiou@uoi.gr">anastasiou@uoi.gr</a>
<a href="#">Eleni Kainourgiou</a>	Assistant Professor	<a href="mailto:ekain@uoi.gr">ekain@uoi.gr</a>
<a href="#">Vasiliki Karavida</a>	Assistant Professor	<a href="mailto:vkarak@uoi.gr">vkarak@uoi.gr</a>
<a href="#">Konstantina Rentzou</a>	Assistant Professor	<a href="mailto:krentzou@uoi.gr">krentzou@uoi.gr</a>

### Specialized Teaching Staff

Name	Position	e-mail
<a href="#">Antonis Natsis</a>	Laboratory Teaching Staff	<a href="mailto:anatsis@uoi.gr">anatsis@uoi.gr</a>
<a href="#">Nikolitsa Kanellou</a>	Special Technical Laboratory Staff	<a href="mailto:nkanellou@uoi.gr">nkanellou@uoi.gr</a>

### Administrative Staff

Name	Position	e-mail
<a href="#">Afroditi Sakellaridi</a>	Secretary	<a href="mailto:asakella@uoi.gr">asakella@uoi.gr</a>
<a href="#">Maria Machairaki</a>	Student issues	<a href="mailto:eccec@uoi.gr">eccec@uoi.gr</a>

## Studies

The course of studies lasts 8 semesters. A total of 51 courses are offered. During the first seven semesters, students study at the Department and attend theoretical and practical/laboratory courses. Theoretical teaching covers 83% of the total hours, i.e. 132 hours out of the 154.

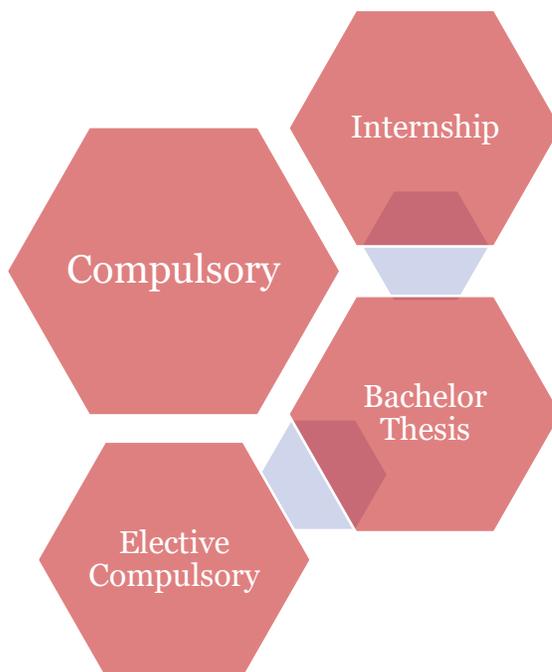
Laboratory hours cover 17% of the total hours, i.e. 22 out of the 154.

During the 8th semester of studies, students have the opportunity to choose between a Bachelor Thesis or two (2) Elective Compulsory (EV) courses. In the 8th semester, students are offered, optionally, the opportunity to do an Internship (professional practicum) in private and public sector bodies, throughout the country.

The Department awards a Degree when the student has successfully completed:

1. The attendance and successful completion of 37 Compulsory (C ) and 8 Elective Compulsory (EY) courses.
2. The Internship (if the student has chosen it).

*Types of courses*



**Courses overview**

<b>1<sup>st</sup> Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>
INFANT'S CARE AND EDUCATION I	1011	C	5
INTRODUCTION TO EDUCATION SCIENCES	1021	C	5
INTRODUCTION TO PSYCHOLOGY	1031	C	5
GREEK LANGUAGE, HISTORY & CULTURE	1041	C	5
HEALTH EDUCATION	1051	C	4
MUSIC EDUCATION I	1061 (Theory) 1062 (Lab)	C	6

<b>2<sup>nd</sup> Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>

INFANT'S CARE AND EDUCATION II	2011	C	5
EARLY CHILDHOOD EDUCATION	2021	C	5
DEVELOPMENTAL PSYCHOLOGY I	2031	C	5
NEONATOLOGY	2041	C	4
FINE ARTS EDUCATION & CREATIVITY	2051 (Theory) 2052 (Lab)	C	5,5
MUSIC EDUCATION II	2061 (Theory) 2062 (Lab)	C	5,5

### 3<sup>rd</sup> Semester

Course Title	Course Code	C / EC	ECTS
NUTRITION AND CHILD DEVELOPMENT	3011	C	5
TEACHING METHODOLOGY OF ACTIVITIES – PAEDAGOGICAL PLAY	3021 (Theory) 3022 (Lab)	C	5
DEVELOPMENTAL PSYCHOLOGY II	3031	C	5
RESEARCH METHODS IN EDUCATION	3041	C	5
FIRST AID IN INFANTS & TODDLERS	3051	C	5
PRETEND ROLE PLAY AND DRAMA	3061	C	5

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

Course Title	Course Code	C / EC	ECTS
ORGANIZATION SPACE OF A NURSERY CENTER	4011	C	5
TEACHING-METHODOLOGICAL APPROACHES AND PROGRAMMS IN EARLY CHILDHOOD	4021 (Theory) 4022(Lab)	C	5
NEUROPSYCHOLOGY AND THE DEVELOPING BRAIN	4031	C	7,5
INTRODUCTION TO CHILDREN'S LITERATURE	4041	C	5
MUSEUM EDUCATION	4051 (Theory) 4052 (Lab)	C	7,5

<b>5th Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>
SPECIAL EDUCATION	5011	C	5
MANAGEMENT IN EARLY CHILDHOOD EDUCATION	5021	C	5
NEURODEVELOPMENTAL DISORDERS	5031	C	6
KINETIC EDUCATION IN THE PRESCHOOL AGE	5041 (Theory) 5042 (Lab)	C	6
Elective Compulsory courses 2 out of 3 to be selected			
PUPPET THEATRE	5051	EC	4
EDUCATIONAL MATERIAL AND THE IMPLEMENTATION OF TEACHING IN EARLY CHILDHOOD	5061	EC	4
PROFESSIONAL ETHICS	5071	EC	4

<b>6th Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>
CHILD'S CARE AND EDUCATION I	6011 (Theory) 6012 (Lab)	C	7,5
INTERCULTURAL EDUCATION - TEACHING APPLICATIONS IN EARLY CHILDHOOD	6021 (Theory) 6022 (Lab)	C	4,5
DEVELOPMENTAL PSYCHOPATHOLOGY	6031	C	4,5
CHILDREN'S LITERATURE – NARRATIVE THEORY	6041	C	4,5
Elective Compulsory courses 2 out of 3 to be selected			
CRITICAL REFLECTION AND PERSONAL DEVELOPMENT	6051	EC	4,5
ICT IN EARLY CHILDHOOD EDUCATION	6061	EC	4,5
BUSINESS INNOVATION	6071	EC	4,5

<b>7th Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>
CHILD'S CARE AND EDUCATION II	7011 (Theory)	C	7,5

	7012 (Lab)		
CONTEMPORARY TRENDS OF EARLY CHILDHOOD-METHODS & APPLICATIONS OF CONTEMPORARY TEACHING MODELS IN EARLY CHILDHOOD	7021 (Theory) 7022 (Lab)	C	5
EARLY CHILDHOOD DEVELOPMENTAL FRAMEWORKS CRITICAL REVIEW SEMINAR	7031	C	7,5
Elective Compulsory courses 2 out of 4 to be selected			
TRAINING OF EARLY CHILDHOOD EDUCATORS	7041	EC	5
ENVIRONMENTAL EDUCATION	7051	EC	5
MANAGEMENT OF EARLY CHILDHOOD TRANSITION STAGES	7061	EC	5
INDUSTRIAL RELATIONS	7071	EC	5

<b>8th Semester</b>			
<b>Course Title</b>	<b>Course Code</b>	<b>C / EC</b>	<b>ECTS</b>
COGNITIVE DEVELOPMENT AND EDUCATIONAL APPLICATIONS IN PRESCHOOL EDUCATION	8011	C	7,5
HUMAN RESOURCE MANAGEMENT IN EDUCATION	8021	C	5
COUNSELING PSYCHOLOGY	8031	C	7,5
Elective Compulsory courses 2 out of 4 to be selected			
DEVELOPMENTAL PAEDIATRICS	8041	EC	5
SOCIAL EDUCATION IN EARLY CHILDHOOD	8051	EC	5
PSYCHOLOGICAL INTERVENTIONS IN OPEN CONTEXTS: ACTIONS OF MINORITIES	8061	EC	5
ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CARE	8071	EC	5
Bachelor thesis	8081		5(x2)
Internship	8010	Optional 2 months	

## **Grading System**

The grading system ranges between 1 -10. An average of five (5) is the minimum acceptable grade for being awarded a Degree.

## **Grading Scale**

From 8, 50 to 10 = Excellent (Arista)

From 6, 50 to 8, 49 = Very good (Lian Kalos)

From 5 to 6, 49 = Good (Kalos)

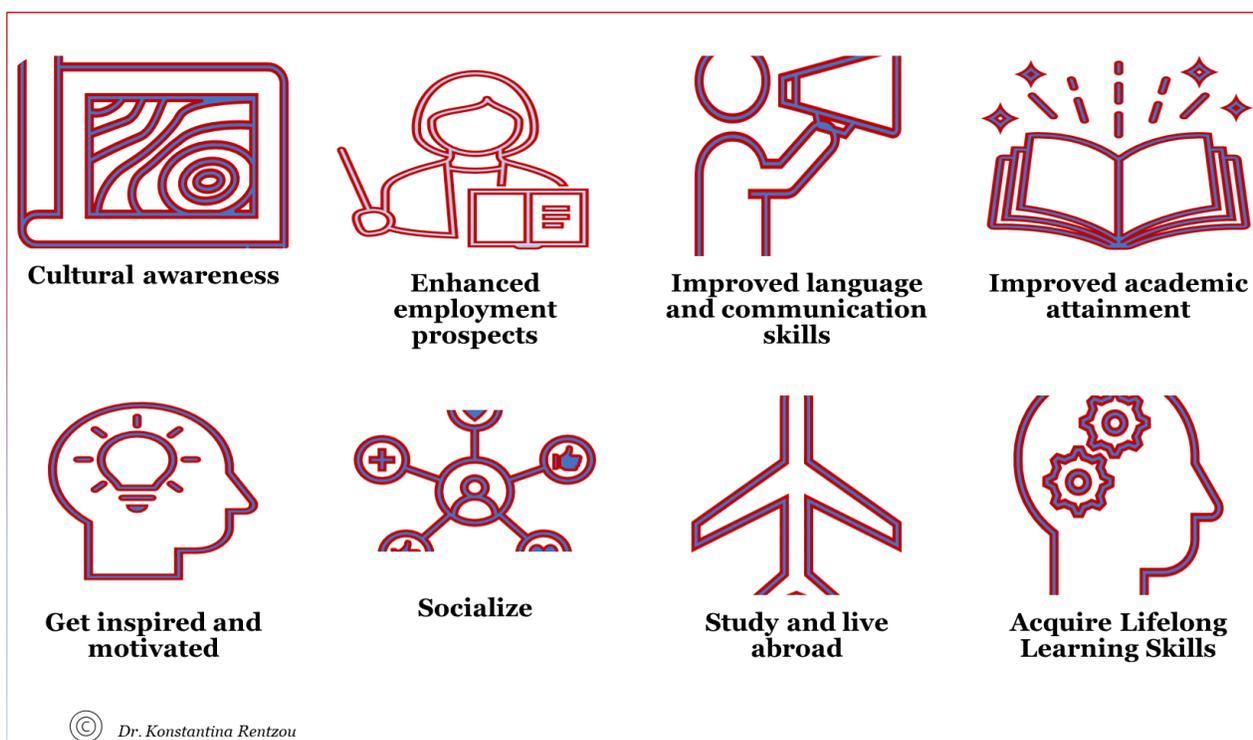
5 is the minimum passing grade. A grade below 5 means that the student has failed and must be examined again or repeat the course.

## **Erasmus+**

Incoming Erasmus+ students are welcome at the University of Ioannina, under the framework of Erasmus+ signed inter-institutional agreements.

Incoming Erasmus+ students are advised to contact the International Relations Office (E. erasmus@uoi.gr, T. +30-26510-07107) for extended information regarding their study period, stay and accommodation at the University of Ioannina. For more information incoming students are advised to visit the following page: <https://piro.uoi.gr/erasmus/121/incoming-erasmus-students>

## Why to participate in Erasmus+



## Partner Universities

### **Γαλλία**

[L'Ecole Santé Social Sud Est \(ESSSE\)](#)

### **Δανία**

[VIA UNIVERSITY COLLEGE, Faculty of Education and Social Studies](#)

### **Ισπανία**

[Universidade da Coruña](#)

[Universidad de Jaén](#)

[Univesridad del Atlantico Medio](#)

### **Λιθουανία**

[Mykolo Romerio universitetas](#)

## **Support offered to incoming Erasmus+ students**

Incoming Erasmus+ students are supported in many different ways, including but not limited to a combination of the following:

1. Whole group work – lectures in English so as for the Erasmus students to socialize and work with Greek students
2. Small groups work so as for the Erasmus students to work in collaboration with Greek students under specific projects/assignments
3. Individual consultation meetings with the lecturer of the course (mentoring) in order to meet the specific needs of the student
4. Additional readings, bibliography and support materials in English
5. Assignments and written and/or oral tests in English to assess the student in the selected course(s)
6. Social activities with the Greek students who attend the course(s)

## **Erasmus Student Network (ESN)**

Erasmus students at the University of Ioannina, are highly advised to conduct the ESN Ioannina. ESN Ioannina is a non-profit, non-political student organization for the Erasmus students of Ioannina. It is part of the International Exchange Erasmus Student Network, a European-wide student organisation, created to support and develop student exchange. ESN Ioannina cooperates closely with the ESN sections of the other universities of Greece in order to improve the Erasmus mobility period of exchange students in Ioannina, in all aspects, ranging from their academic to their everyday lives.

### **Contact**

Location: ESN Office Next to Post Office (University Campus)

Website: <http://ioannina.esngreece.gr>

Facebook: <https://www.facebook.com/ESN-Ioannina-161771113897697>

E-mail: [esn.ioannina@yahoo.gr](mailto:esn.ioannina@yahoo.gr)

## **Courses offered to Erasmus+ students**

### **EARLY CHILDHOOD EDUCATION**

Semester	2 <sup>nd</sup>
Credits	5
Weekly teaching hours	3

#### **Course overview**

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

- Be aware of the historical development of Early Childhood Education.
- Understand the relationship between Early Childhood Education and practice.
- Become aware of the contribution of great educators to the advancement of Preschool Education, so that it can critically treat any theory or system.
- To know the conceptual framework of the multilevel process of "teaching"
- To know the creative approaches regarding the enhancement of learning in early childhood children.
- To acquire knowledge and skills for effective decision-making and proactive professional reflection.
- Use the didactic approaches that depend upon diversity of early childhood children.
- To know what are the effective interventions that work in better management of the learning environment.

### **CONTEMPORARY TRENDS OF EARLY CHILDHOOD-METHODS & APPLICATIONS OF CONTEMPORARY TEACHING MODELS IN EARLY CHILDHOOD**

Semester	7 <sup>th</sup>
Credits	5
Weekly teaching hours	3

#### **Course overview**

In this course, the students become aware of the new trends that have been developed in important issues of Early School Education. Various models, methods and programs from international practice aiming at the systematic investigation of the issues of Early Childhood Education. Current trends from a comparative point of view that highlights different developments and alternative proposals for didactic, educational practice.

Students become familiar with contemporary trends in Early Childhood Education, evaluate the results of modern teaching approaches for the educational practice in conjunction with the knowledge of alternative ways about early childhood education as well as instructing educators. Learn how to plan and plan educational work at the Kindergarten, utilize teaching methods and tools, design and implement activities. Also plan on implementing project plans, exploit the Project method and the interdisciplinary approach to learning processes, and form the corresponding environmental conditions in the kindergarten.

### **NEUROPSYCHOLOGY AND THE DEVELOPING BRAIN**

Semester	4 <sup>th</sup>
Credits	7,5
Weekly teaching hours	3

#### **Course overview**

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

- Have a sound understanding of the functional neuroanatomy of the human brain and the mechanisms involved in higher cognitive and psychological functions, such as perception, memory, attention, language and emotions.
- Emphasis will be placed on the developing brain and the development of higher cognitive and psychological functions in preschoolers.
- A final learning outcome refers to the understanding of the biological basis of behavior in young children with neurobehavioral disorders.

### **NEURODEVELOPMENTAL DISORDERS**

Semester	5 <sup>th</sup>
Credits	6
Weekly teaching hours	3

## Course overview

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

- Comprehend the neural development (developmental changes in the brain's structure and activity) as the basis of psychological and cognitive development
- Be familiar with the effects of early brain insult on behavior and specific neurodevelopmental syndromes and their neuropsychological profile in infants and preschoolers.

## DEVELOPMENTAL PSYCHOLOGY I

Semester	2 <sup>nd</sup>
Credits	5
Weekly teaching hours	3

## Course overview

The course aims at understanding cognitive, social and emotional development during infancy.

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

- Describe the developmental stages of the infant based on bio-social, psychodynamic cognitive and cultural approaches
- Compare and contrast the stages between different theories
- Associate each stage with the age and describe the characteristics and achievements of that stage
- Understand and realize the role of early experiences in the holistic development of the infant
- Recognize the evolutionary course of cognitive, emotional and social development in prenatal, perinatal and infant age.

## MUSIC EDUCATION I

Semester	1 <sup>st</sup>
Credits	6
Weekly teaching hours	5

## Course overview

Upon completion of this course, successful students will be able to define the relevant approaches of the following results:

- Observation: Students will be able to recognize and classify different musical features through musical reading and writing.
- Application: Students will be able to apply and express various musical abilities developed during the program such as music writing and reading.
- Analysis: Students will be able to analyse basic musical texts that are intended to be used in nurseries and preschool age. The students should still be able to perform and communicate with children at the nurseries.
- Composition: Students will be able to gather specific information for a given purpose, process and formulate it towards new perceptions.
- Assessment: Students will be able to express views on subject matter related to the use of music in education, nursery schools and early childhood in general.

## MUSIC EDUCATION II

Semester	2 <sup>nd</sup>
Credits	5.5
Weekly teaching hours	5

## Course overview

In this lesson focus is given on the basic directions of the theoretical and practical Music Education in Early Childhood, with emphasis on the following categories of musical activities:

- Dramatization and sound stories
- Use of simple percussion / body instruments / self - made instruments
- Listening
- Non-conventional notation
- The history of Greek and Western Western music is presented in great detail from antiquity to the present day independently and in combination with the listening session.
- Furthermore emphasis is placed on creative activities, while the first attempts on improvisation and "composition" are being made.

## **FIRST AID IN INFANTS AND TODDLERS**

Semester	3 <sup>rd</sup>
Credits	5
Weekly teaching hours	3

### **Course overview**

It is expected that after completing the course, the students:

- Will acquire general theoretical knowledge about the causes and categories of accidents and about the role of providing first aid in infancy.
- Will acquire the ability to understand and apply methods for identifying and tackling the accidents in infancy and early childhood.
- Will have the proven ability to intervene at the scene of the accident and, above all, acquire the implementation of accident prevention methods.

## **KINETIC EDUCATION IN THE PRESCHOOL AGE**

Semester	5 <sup>th</sup>
Credits	6
Weekly teaching hours (Theory)	3

### **Course overview**

The presentation of basic units for Kinetic Education, with particular emphasis on the physical and the socio-emotional and cognitive field, applying in pre-school age. It also introduces the logic of building learning and hence knowledge through the aims, objectives and pursuits of kinetic education, as they should be defined in relation to pupils' abilities and needs as well as current international trends in education. The dominant purpose of kinetic learning is the transfer to real conditions and rhythms.

The subject matter of the course is:

- The general principles that have been recorded to teach pre-school children
- Objectives and pursuits of kinetic education in pre-school education are presented.
- Indicative motifs of kinetic activities and games are developed, depending on the purposes, and aims of the kinetic education for children aged 3.5-6 years.

- The terminology which is an ancillary tool for the instructors in the lesson where the definitions of the concepts of kinetics are given.

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

- Understand and consolidate pedagogy and methodology of kinetic education at the age of 3-5 (preschool age).
- It will have the appropriate infrastructure to meet the requirements for learning and at the same time teaching the kinetic education in young children, thus contributing not to the development of individual muscular groups but to the overall mobility of the body with its full activation leading to the correct and child development.
- Be able to actively drive the children's attention, their learning and progress, by increasing their skills and creativity, through the methodical implementation of motor activities, mainly through the game.

### **ICT IN EARLY CHILDHOOD EDUCATION (EYLC 6061)**

Semester	6 <sup>th</sup>
Credits	4,5
Weekly teaching hours	3

### **Course overview**

The main objective of the course is to familiarize students with new technologies as a pedagogical tool in the implementation of educational programs and activities in preschool education.

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

- know about ICT and multimedia applications in preschool education
- promote safe use of new technologies in pre-school education
- appreciate modern teaching approaches in pre-school education
- utilize new technologies as a pedagogical tool in the development and implementation of educational programs in preschool education.