

COURSE DESCRIPTIONS

EDU 100 Olympic Education (6 ECTS)

The course emphasises the principles of sport education and Olympism as a practical philosophy. Students can learn and experience the ethical principles of Olympic Ideals, study key parameters of the Olympic Movement, acquaint themselves with Olympism and form attitudes aligned to Olympic Ideals. It emphasises ancient and modern Olympic Games and Sports, and key forums e.g. International and National Committees and the Olympic Charter, and studies the history, organization, operation and spiritual content of the Olympic and other Games. Through studying implemented Olympic Education Programmes, it also analyses Olympism and Olympic Education in their application to other disciplines.

EDU 101 Theory of Education (6 ECTS)

The thematic axes of the course consist of (a) the Freirian critique of the banking model of education, (b) the postmodern critique of “grand narratives” and (c) the quest for theoretical and pedagogical interventions which cultivate critical thinking and empower students and teachers by offering them tools for re-building knowledge and activating their creative energies and potentialities.

In the context of the course we pursue the philosophical engagement with and rigorous exploration of the concepts of Socratic elenchus and aporia, dialogue, pedagogical eros, maieutics, the Deweyan definition of the educational value of experience and growth, the Freirian use of codification and de-codification of reality, Ranciere’s re-claiming of emancipation. The relative (in Raymond Williams’ cultural meaning of the term) autonomy of the pedagogical praxis and its role in the rebuilding of knowledge, social change and the mandate for emancipation are analyzed comparatively through a close reading of five theorists of education: Plato Rousseau, Freire, Arendt and Ranciere.

EDU 102 Education during Infancy (0-3 years) (6 ECTS)

The students will study the theoretical aspects of infant development and education combining research and praxis. The course will be structured in a way, that will provide students with practical experiences with children of the ages from birth to three years. Different infant curricula will be analyzed and the students will be guided to implement appropriate practices for the specific age group. There will be six visits of three hours of practicum in a child care setting.

EDU 105 History of Education (6 ECTS)

What is history? Education in Europe since the Enlightenment and the rise of the nation-state. The invention of the grammar of modern schooling. Education, nation-building and national identity formation; education and industrialisation; education and national culture; education, state formation and patriotic citizenship. The welfare state and the democratisation of education after World War II. Post-industrial and post-modern patterns of education: education for global economic competitiveness and global

citizenship; European citizenship, multiculturalism and interculturality in education. The neoliberal state. Education in Greece after the establishment of the nation-state. Irredentism and the Great Idea in education. Church, orthodoxy and education. Reform and counter-reform in Greek education. Education in early colonial Cyprus (1878- 1909). Education and colonialism. Ideology and the founding of the first public gymnasium (1893). The hidden curriculum of Greek-Cypriot schools (1900-1931). Enosis and education. British education policy and the conflict of identity (1931- 1949). School history as conflict. Education in the first post-independent years (1959-1974). The education reforms of Sophianos (1976-1980). Education reform in the period 2004-2010. Education and ethnic conflict. Cyprus education as educational transfer. Cyprus curriculum today: historical reflections.

EDU 118 Education and Gender (6 ECTS)

This class examines the formation of gender and sexual identities in the context of schooling. We look into issues such as gender socialization, gender and social class, gender stereotypes and the role of the media. Special attention is devoted to the relationship between school achievement and gender as this emerges through research findings from the last few decades. The course also examines how learning processes, school organization and discipline determine what is proper in terms of gender socialization and the expression of sexuality. The class will examine all these issues through the lens of feminist thinking and its influence in educational systems.

EDU 137 The Integration of Digital Technologies in Pre-Primary School (6 ECTS)

The course intends to:

1. The development of instructional design competencies for integrating digital technology in preprimary education classrooms.
2. Understanding the relationships between learning theories, teaching approaches and educational technology.
3. Evaluation of open and closed software programs.
4. The educational utilization of various educational tools, such as, conceptual mapping tools, digital narrative software, simulation and educational robotics software and their educational affordances in teaching and learning.

EDU 138 The Integration of Digital Technologies in Primary School (6 ECTS)

The course intends to:

1. The development of technological pedagogical content knowledge.
2. The development of design thinking.
3. The integration of technology-enhanced learning activities into the curriculum of primary education.
4. Understanding the relationships between learning theories, teaching approaches and digital technology.
5. Evaluation of open and closed software programs.

6. The educational utilization of various educational tools, such as, concept-mapping tools, digital narrative software, simulation and educational robotics software and their educational affordances in teaching and learning.

EDU 148 Educational Robotics (6 ECTS)

During the lectures, students are introduced to basic concepts and definitions from the educational robotics literature and develop computational thinking skills, such as algorithmic thinking, debugging, decomposition, abstraction and generalization.

In the lab, students learn how to build and program autonomous robotic devices, such as cars, animals and machines to solve authentic educational problems with the use of the Lego Mindstorms kit, while at the same they learn about hardware (motors, sensors).

EDU 158 Web 2.0 Tools (6 ECTS)

The basic aim of the course is to support the confident use of digital technologies in a creative way and with a critical perspective, which is in line with the achievement of academic objectives, by placing an emphasis on five key areas: information, communication, content-creation, safety and problem-solving. The specific objectives of the course include the following:

- Develop skills for finding, creating, managing and sharing information through the use of various forms of digital content;
- Use of digital tools and technologies and recognition of their affordances according to the learning needs they are expected to meet;
- Assess the accuracy, relevance, reliability, format and accessibility of digital material in a critical way;
- Adapt the digital environment to the individual learning needs;
- Conduct safe Internet browsing and maintain a private profile in the digital world.

Create a digital professional profile using the appropriate networks and technologies to promote knowledge and skills to potential employers

EDU 170 Pre-Math Concepts (6 ECTS)

Basic theoretical trends in psychology concerning the development of pre-mathematical concepts in early childhood. The importance of language in the development of the first mathematical concepts. Critical analysis of the arithmetic of natural numbers.

- Investigation and in-depth study of basic mathematical concepts and processes connected to the first mathematical concepts that children encounter and develop in the preschool years
- Application of basic mathematical concepts and processes in scientific and everyday problems and activities in the kindergarten

EDU 171 Foundations and Fundamental Concepts of Mathematics in Primary Education (5 ECTS)

The structure of the course is based on the study of basic mathematical concepts, which are necessary for the conceptual understanding of the content of mathematics curriculum in primary school. Prospective teachers will study important curriculum concepts, such as number systems, algorithms of operations, the concept of divisibility and the Euclidean division, numerical and geometric patterns, sequences, key elements of Euclidean geometry and geometric transformations. The teaching approach is through the interconnection with the curriculum of primary school and the further deepening and study of relevant properties and theorems.

The course is based on the following program and consists of four thematic units. Teaching focuses on exploring the following concepts and the teaching methodology

EDU 175 Natural Sciences in Pre-Primary School: Environment - Living Organisms (6 ECTS)

The main objective of the course is to give opportunities to students to explore the natural world, to study its structure and functions and to appreciate the role of living and non-living things. The course teaches educational approaches suitable for pre-school age children. Emphasis is given in the implementation and critical discussion of outdoor education activities, hands-on activities and inquiry learning

EDU 185 Ecology and Environmental Education (6 ECTS)

Course's main objective is students-teachers building capacity for teaching ecology and environmental education in the elementary school. One aspect of this is the development of students' knowledge on teaching ecological and environmental issues. Another aspect is the establishment of connections between environmental knowledge an environmental literacy and citizenship. The course focuses on the development of teaching skills concerning indoor and outdoor settings, action research and co-operative learning. Students also study childrens' alternative ideas on ecology and how they can deal with them from an educational point of view.

EDU 201 Introduction to Philosophy of Education (6 ECTS)

The philosophical gravity of various educational ideas is assessed both historically and thematically, especially as those ideas have contributed to modern and postmodern conceptions of the educational shaping of subjectivity and society. The Presocratics, Plato, Aristotle, the rationalism of early modernity, the Rousseauist intervention in education, Kantianism, Nietzsche, the Frankfurt School and Freire constitute some of the ground that this course covers.

The course aims to cultivate critical thinking skills and abilities to philosophize on educational issues.

EDU 202 Early Childhood Pedagogy (6 ECTS)

Kindergarten as a social institution and its impact on the child's overall development. Emphasis is placed on the socio-emotional aspect of development, the relationship between children and adults, the rights and individualised needs of every child. Reference is made to the multiple roles of the early childhood teachers and their professional actions. An analysis of the teaching process in kindergarten and the organization of the environment along with the development of activities are explored.

EDU 204 Methodology of Educational Research (6 ECTS)

The purpose of the course is to help students understand the basic concepts of educational research. Students will have the opportunity to write a research paper and gain the ability to criticize the quality of an educational research. Types of research projects, research stages, development of research instruments, data collection and methods of analyzing the data, validity and reliability of measurements and the writing of a research paper will be presented.

EDU 218 Sociology of Education (6 ECTS)

The course is an introduction to the basic concepts in Sociology of Education with the aim of understanding the role of teachers, schools and learning in a sociological framework. The course begins with an outline of the goals of Sociology and Sociology of Education and their research approach in understanding sociological problems. A major part of the course explores the influence of Functionalism and Conflict Theories in Sociology of Education as these have evolved since the 19th century. The course also addresses basic research lines in the field such as the role of class, ethnicity and gender in school performance and in the shaping of equal opportunities for all students.

EDU 220 Theory and Methodology of Teaching (6 ECTS)

Conceptualisations of teaching and learning. Didactics as a scientific field of study. Genealogy of the field of General Didactics within the Education Sciences. Theoretical foundations of teaching within philosophical-pedagogical approaches and eclecticism. Lesson plan design as a problem-solving process and teacher professional autonomy in the classroom. Structure and content of lesson plans (aims and objectives, assumptions-student population, means and materials, children and classroom organization, course activities and forms of teaching, evaluation and assessment). Microteaching as a teacher professional development tool. Developing and enacting lesson plans, observing and reflectively discussing lessons. Discussing conceptualisations of teaching as "good" and "effective". Contemporary approaches to teaching and learning e.g. differentiation and individualization of teaching, cooperative learning, cross-curricular approaches, inquiry-based learning, teaching for developing metacognitive, critical and creative thinking.

EDU 221 Early Literacy (6 ECTS)

The purpose of the course is to familiarize preservice teachers with pedagogical knowledge on early literacy learning and, particularly, young children's transition to school literacy. Particular objectives include: (a) the understanding of key premises and principles of language development and emergent literacy; (b) the examination of

teaching approaches to early literacy and literacy in the first grade; (c) the examination of early reading and writing instruction within the broader context of literacy teaching (communicative, functional, critical models) and with consideration of the pedagogical potentials of literature, multimodality, and digital literacies.

EDU 222 The Teaching of Greek Language Arts (6 ECTS)

This course aims at providing future teachers with theoretical and methodological knowledge relevant to language arts education, with a special emphasis placed on the teaching of Greek and on literacy education at the primary grades. Specific objectives of the course include: (a) preservice teachers' familiarization with the particularities of language teaching in the Greek-Cypriot context; (b) the critical examination of different instructional approaches/teaching methodologies (including structural, skills-based, communicative, functional, and critical ones) with the ultimate goal of scaffolding participants to develop their personal understandings of effective practices in language teaching; (c) the design of teaching and learning activities during language arts instruction to support the production and comprehension of written and oral texts. Secondary objectives include the identification of teaching practices for students' assessment and for the teaching of Greek as a second language.

EDU 223 Literacy in Early Childhood Education (6 ECTS)

The main purpose of the course is to facilitate preservice teachers' understanding of literacy as a meaning-making process and social practice that involves –among others-- children's engagement with written text. Accordingly, the notions of text and early literacy are critically examined, while attention is paid to the different ways in which young children make meaning of texts and worlds in and out of school. Particular objectives of the course include: (a) the understanding of basic principles and premises of emergent and early literacy; (b) the examination of early literacy as multiple and multimodal; and, (c) the critical analysis and the design of pedagogical frameworks that foster children's development as literacy learners in pre-primary/kindergarten classrooms.

EDU 224 Forms of Language Expression (6 ECTS)

The course offers the students the chance to gain knowledge of the fundamental principles of language acquisition and development, as well as an understanding of how the language is used as a medium of interpersonal communication. The discussion in the first part of the course will revolve around the developmental stages for first language acquisition per level of linguistic analysis (the acquisition of phonology, morphology, syntax, semantics and pragmatics), while different theories of first language acquisition will also be discussed. The discussion on language as a medium for interpersonal communication and socialisation will be framed within the speech acts theory. The second part of the course will discuss text types and genres, principles of textualisation, language variation and stylistics, with a special emphasis on oral texts. The last part of the course will be devoted to the presentation and implementation of methodological tools, including methods suggested by Gianni Rontari, for the design of language

activities with a focus on oral production and comprehension that can be implemented in kindergarten classrooms.

EDU 226 Structure of Greek Language (6 ECTS)

This course has a dual objective. On the one hand, it presents language under the scope of contemporary linguistics, focusing on the function of language as a communicative system and presenting the core levels of linguistic analysis for the Greek language (phonetics-phonology, morphology, syntax, semantics) from the perspective of contemporary grammar and from a diachronic/historical perspective. On the second hand, it discusses the teaching of grammar at school, examining pedagogical approaches such as the structural-functional grammar approach, the communicative approach and the systemic functional grammar. The aim of this course is to combine contemporary linguistic analyses in the structure of language and contemporary pedagogical approaches in language arts for the Greek language.

EDU 229 School Experience in Primary School I (6 ECTS)

The main purpose of the first phase of the School Practicum program is the implementation and interaction of student teachers with real school learning environments with an emphasis on instructional design procedures. The main learning objectives are for student teachers' to:

- Develop general and specific skills in instructional design procedures (in several domains)
- Implement learning objectives and learning activities in their lesson planning, which must be consistent with the real learning environments which they are placed
- Apply pedagogical principles in their lesson planning
- Implement a reflective stance towards a series of instructional procedures observed

Apply reflective practices during their lesson planning through the conduction of focused classroom observations

EDU 238 Design and Technology (6 ECTS)

Prepares students to take on the challenges of teaching a range of Design and Technology subjects across curriculum .

Provides a strong theoretical foundation for the study and practice of design and technology across a variety of media and technologies. The focus of the study will be on the design process, including the practical manipulation of materials and systems designs within the context of contemporary technologies.

EDU 239 School Experience in Pre-Primary School I (6 ECTS)

This course represents the first phase of the Program of School Experience in pre-school. Its purpose is to introduce students to the content of pre-school education and provide them with experience and knowledge concerning the institution of pre-school education.

Specifically during the course it will be studied:

- The evolution of pre-school education in the history of Cyprus

- The basic cognitive areas of the pre-school curriculum
- The operation of kindergarten: organization and administration of the school unit
- The programming of the pre-school teacher: short-term planning / course plan
- The feedback process of teaching
- The content of Language Education and Social Studies: fairy tales
- Free and / or Structured Play
- The outdoor play
- Observation and evaluation in kindergarten: ways and methods of observation, interpretation
- The communication in kindergarten.
- Effective kindergarten: characteristics and suggestions
- Professionalism and ethics in pre-school education.

EDU 252 Art Education in Pre-primary School (5 ECTS)

Theoretical studies emphasizing the social, affective and cognitive dimension of art and its' relation to early year's education. Introduction to Visual Arts Language through engagement in creative processes and art play. Young children's artistic development: Making and viewing. Planning and designing play-based art activities for young children in early childhood settings.

EDU 258 Music Education in Pre-primary School (6 ECTS)

The purpose of this introductory course is to acquire musical knowledge as well as to develop musical skills, values and attitudes through experiential musical activities. Students will learn the new knowledge through performance, listening, improvisation and composing activities.

EDU 286 Natural Sciences in the Primary School: Physical and Chemical Phenomena and Transformations (6 ECTS)

The main aim of this course is to help students study issues related to student assessment in pre-primary education. Students will have the opportunity to address issues related to assessment methods, instruments, problems and practices of assessment of student performance. Emphasis will be given to methods of oral assessment, performance assessment, developing portfolios, conducting and recording of classroom observations and establishing baseline assessment mechanisms. Students will also learn the basic terminology of educational assessment and the framework in which it may be implemented, as well as the main purposes of assessing student performance, attitudes/beliefs, and skills.

EDU 304 Student Assessment in Primary School (6 ECTS)

The course intends to:

- familiarize students with the basic terminology of educational evaluation/assessment, the basic types of educational evaluation /assessment, and

the basic summative and formative techniques of assessing student knowledge, attitudes, and skills;

- give students the opportunity to develop, analyze, and evaluate assessment tools which can be used to assess primary-school students' learning;
- familiarize students with different ways of presenting and communicating the results emerging from assessing student learning and use these results to inform their next planning and teaching decisions.

EDU 305 Student Assessment in Pre-primary School (6 ECTS)

The main aim of this course is to help students study issues related to student assessment in pre-primary education. Students will have the opportunity to address issues related to assessment methods, instruments, problems and practices of assessment of student performance. Emphasis will be given to methods of oral assessment, performance assessment, developing portfolios, conducting and recording of classroom observations and establishing baseline assessment mechanisms. Students will also learn the basic terminology of educational assessment and the framework in which it may be implemented, as well as the main purposes of assessing student performance, attitudes/beliefs, and skills.

EDU 311 Introduction to Inclusive Education (6 ECTS)

The course engages student teachers with the theoretical and legislative framework of educating students with disabilities in Cyprus and abroad, and it offers opportunities for the development of critical thinking skills and positive attitudes about disability and diversity issues. Student teachers are expected to know the underlining principles of the philosophies around the education of students with disabilities (segregation, integration, inclusive education), the fundamental models of disability explaining the construction of the concept, the historical, psychological, sociological, legislative, and pedagogical aspects of inclusive education, and the current law about the education of students with disabilities in Cyprus, and the implications stemming from its implementation. Student teachers are encouraged to revisit any prior views and stereotypes about disability, and develop positions and attitudes that are on a par with the theoretical framework of inclusive education and human rights

EDU 325 Creative Drama (6 ECTS)

The course intends to:

1. Explain what Creative Drama in education is.
2. Describe what is the objective of Creative Drama as well as its characteristics.
3. Be able to refer to Creative Drama's origins as well as its developments in education
4. Be able to report the similarities and differences of Creative Drama and Theatre.
5. Report the value and benefits of Creative Drama.
6. Experience Creative Drama Techniques and Strategies.
7. Be able to name and describe the most important Creative Drama techniques

EDU 329 School Experience in Primary School II (6 ECTS)

The main purpose of the second phase of the school practicum program is the implementation of theory into practice in the context of students' first teaching efforts in real school learning environments. The main learning objectives are for student teachers' to:

- Apply their theoretical framework into practice at all levels of instruction (instructional design, teaching and evaluation/reflection).
- Establish communication and collaboration with fellow student teachers, mentors, instructors and the teaching personnel of their schools.
- Observe, analyze and reflect on the learning procedures, which are connected with instructional practices in the context of classroom discourse in several domains.
- Apply reflection practices and effective teaching skills in real classrooms.

EDU 331 Didactics of Mathematics (6 ECTS)

Prospective teachers should:

- Develop and understand the basic principles of mathematics teaching and learning, and the elementary school mathematics curriculum
- Develop and understand the teaching approaches and methods for mathematical concepts from number, geometry, measurement, statistics, probability and algebra
- Understand the importance of developing mathematical practices
- Understand the role of the teacher in the classroom and his/her contribution to the development of an appropriate learning environment for mathematics teaching

EDU 332 Mathematics Education in Pre-Primary School (6 ECTS)

The course is aimed at helping students become acquainted with the objectives of mathematics in pre-primary education, the content of mathematics for the kindergarten and the first grades of the primary school, the teaching methods of the subject as they have developed in recent years, the teaching aids, and the contemporary methods of evaluating the mathematical ability of pupils. At the same time, the course will examine the fundamental psychological theories, as they concern the development of primary mathematical concepts in pre-primary school children.

EDU 333 Academic Discourse: Critical Analysis and Production (6 ECTS)

The course aims at facilitating students' development of critical and academic literacies through the analysis and production of academic texts. Its main purpose is to support students; understanding of academic writing as a literacy practice and genre with specific linguistic and cognitive demands, textual conventions and rhetorical choices, that differ from school texts and everyday social interactions. Attention is also placed on the study of Greek language phenomena at a phonological, morphological and syntactical level and the ways these construe academic text and discourse.

EDU 334 Digital Technology in Mathematics Teaching (6 ECTS)

Prospective teachers:

- Use digital media to teach mathematics at elementary school
- Explore ways to effectively integrate digital media into mathematics teaching
- Explore how the integration of digital media into mathematics teaching affects students' learning processes and development of mathematical thinking

EDU 336 Science Teaching Methods (6 ECTS)

This course aims at promoting student teachers' understanding about how primary school students construct, acquire and inquire science knowledge. In addition, the student teachers will be introduced to conceptual understanding and change theories in order to understand how students' naïve ideas emerge. Moreover, the student teachers will be supported in order to develop the necessary lesson design and teaching skills. Modern teaching theories, pedagogies and strategies, as well as recent research findings from the domains of science education and cognitive psychology will be introduced. A great emphasis will be placed on inquiry as a teaching method, as well as on the science method and thinking skills associated with it. Finally, the teachers will be requested to design and implement their one lessons in an attempt to move from theory to practice.

EDU 339 School Experience in Pre-Primary School II (6 ECTS)

This course represents the second phase of the Program of School Experience in pre-school. Its purpose is to familiarize students with the context and procedures of pre-school settings. Students are expected to acquire knowledge and experiences regarding planning and conducting teachings as well as implement the various roles that a pre-school teacher has.

EDU 341 Theology and Religious Education (6 ECTS)

The course aims to help the students to learn: a) the teaching of Orthodox Church and of great religions; b) the place and the learning process of Religious Education in Primary Schools.

God, human beings and nature: Christian and other religions views of the relationship of human beings with God, themselves, their fellow humans, and nature. The religious phenomenon. Religious Education in Public Education. Aims, principles, methodology, evaluation of Religious Education. Curricula, school textbooks, teaching media, educational technology. Modern challenges for Religious Education.

EDU 343 Geography and its Didactics (6 ECTS)

For the students to:

- construct foundational geographical concepts which frame the geography curriculum for elementary education

-to enact the basic skills of geography teaching and education

EDU 348 Social Issues in Pre-primary Schools (6 ECTS)

The course aims to help the students to learn various social issues that affect the life of the children of Pre-primary Education and their correct pedagogical teaching approach.

Self: the psychosomatic dynamism of human being. Coordination and cultivation of the mental world. Development, creativity, art. Fellow humans: interpersonal relationships: uniqueness, equality, unity. Identity and diversity. Parenthood, childhood, brotherhood, friendship. Language, gender, race, religion, ethnicity. Environment: relationships with animals and things. Disease, death, mourning. Transcendent and meaningful life.

EDU 351 Art Education in Primary School (6 ECTS)

Theoretical studies emphasizing the affective, social - cultural and cognitive dimension of Art and its role to Education. Introduction to visual language through engagement with materials, ideas, images and artistic processes. Form and Meaning of art works. Children's Art: Characteristics, Strategies and Practices. Art Curriculum, learning approaches and strategies. Development of art activities.

EDU 352 Teaching Art in Pre-Primary School (6 ECTS)

The cultural, aesthetic and educational dimension of Art. Art practices engaging students in creative processes and art play. Creativity and the creative process: Creative thinking tools and artistic processes in art. Pedagogical approaches, methods and art in early year's curriculum. Key ideas and play based art activities for young children.

EDU 363 Music Education in Primary School (6 ECTS)

The course aims at:

- a) the musical development of future teachers, through the development of musical skills such as vocal skills and the learning of a basic repertoire of songs suitable for the first school age, the learning of a musical instrument and techniques of performing classroom percussion instruments, as well as the development of listening skills
- b) acquiring basic knowledge about contemporary musical pedagogical approaches and the collection and development of appropriate teaching material
- (c) developing students' creativity through team creative work focused on specialized musical themes.

EDU 368 Teaching Music in Pre-Primary School (6 ECTS)

The course aims at systematic and in-depth analysis of the music listening, improvisation and composition activities. Students through the role of composer learn basic techniques of improvisation and composing. In addition, students are expected to further develop their vocal skills as well as their instrumental performing. And finally, to have the ability to use the above creatively through various teaching approaches appropriate for preschool.

EDU 369 Play: Learning and Development (6 ECTS)

The purpose of this course is for students to examine the different pedagogical aspects of the role and importance of play, in the development and learning of children from infancy to kindergarten. More specifically, the different theories and types of play will be presented. Students will investigate the role of the early childhood teacher, in supporting children's play, and the different ways play can be incorporated in the daily schedule at kindergarten. Finally, students will take on different roles and experience the feelings and knowledge, that one can gain through play.

EDU 376 Physical Education in Primary School (6 ECTS)

Study of the content, curriculum, and effective teaching skills appropriate for the elementary school. Analysis of teaching methods and approaches of physical education in the elementary school. Study and implementation of principles of motor learning (movement education), effective instructional and managerial skills, unit and lesson planning, and observation of systems of instruction in elementary education. Emphasis is placed on the understanding, analysis, application and harmonisation of effective teaching skills, with the content of physical education in elementary school.

EDU 377 Physical Education in Pre-primary School (6 ECTS)

Study of the content of physical education in preschool education. Emphasis is placed on the understanding, analysis and application of the content of physical education in preschool education. Study and application of movement skills appropriate for children of preschool age.

EDU 390 History and its Didactics (6 ECTS)

The first part of the course deals with history as a way with which human societies relate with the past. In this context the course discusses issues related to the nature of historical knowledge and the processes of its construction and also the role of history in how individuals and groups perceive their own place in the past, the present and the future. The second part of the course examines different approaches in history education, the debates over the place of history in education and also research evidence related to teaching and learning in history. It also discusses how curricula, textbooks and other educational materials relate to different ideas about history education. The last part of the course focuses on the development of historical literacy (development of substantive knowledge and disciplinary understanding) and also practical issues related to the teaching of history in primary education (design and teaching of history lessons,

development and use of teaching materials, assessment, museums and places of historical interest)

EDU 391 English Language Instruction (6 ECTS)

This course will examine the following areas:

- The development of key approaches, methods, and techniques in the field
- Teaching receptive skills to young learners
- Teaching passive skills to young learners
- Teaching grammar and vocabulary to young learners
- The value of bilingualisms/multilingualism in young learners
- Material design and development
- Lesson plan design and delivery
- The role of technology in teaching young learners
- Language assessment

EDU 392 Conducting Critical Synthesis of Critical Studies and Reporting Findings (6 ECTS)

The purpose of the course is to familiarize students with scientific articles, their genres and the main elements that separate them from other genres. In this context students will learn the main parts of an article and the valuation method as well as the stages of developing a literature review critically. They will familiarize with the databases as an indispensable tool for retrieving articles. It was also considered as necessary to know what a referencing system includes and practice on the style of their department, which is a prerequisite for the proper compilation of university-level paper. Students will have the opportunity to get acquainted with the different types of research methodology and will focus on the importance, role and main features of meta-analysis and its steps of conducting a meta analysis. Finally, students will be required to write a bibliographic review.

EDU 394 LGBTQ Issues, Youth and Education (6 ECTS)

The course combines gender studies, sexuality studies and queer theory. It addresses the ways heteronormativity is enacted as homophobia. Across the public sphere, the family, youth groups and schools the heteronormative hypothesis burdens unequally LGBTQ youth. They often experience intersecting forms of gender violence, experience exclusion in isolation and silence, and find themselves in positionalities and under conditions of exclusion.

Concepts and special issues addressed in the course include: heteronormativity, male homosociality, homophobia, various sorts of debates about the introduction of LGBTQ sex education, visibility politics with particular reference to pride parades, normalization, etc. Course material include academic papers (in English and Greek), samples of national and international press and social media, samples of sex education, biology and health education curricula, documentaries and movies

EDU 401 Educational Ideals and their Philosophical Grounding (6 ECTS)

Given that all educational practices presuppose some sort of interpretation of the self and the world, the course examines implicit assumptions about the subject of knowledge, the relation of knowledge and power, the transmittable cognitive material (e.g., hegemonic discourses), rational thinking, and school and society. The course will be thematic and will enrich future teachers' theoretical background.

EDU 403 Comparative Education (6 ECTS)

Comparative Education (CE) as educational relationships. The core themes of CE include: 'system', 'transfer', 'space', 'time', 'state', 'context', 'culture', 'identity'. Deconstructing entrenched ideas, such as CE compares countries and systems, looking for similarities and differences. Globalization, internationalization, Europeanisation, democratisation, colonialism, neo-imperialism and their educational codings. The role of international development agencies (e.g., UNESCO, World Bank, OECD) and non-governmental organizations in global and local education. The dialectic of the global and the local. European education policy and national translation. New trends in international education (school autonomy, parental choice, accountability, benchmarking, educational markets, and so on). The 'Finnish model', the Prussian and Soviet models: the promises and perils of comparison. The use and abuse of CE. The relationship of CE to education policy and reform. The importance of CE for a small state like Cyprus. Cyprus education as educational transfer.

EDU 404 Curriculum Development (6 ECTS)

Introduction to the field. Basic terminology, types and categorizations of curriculum and of currere. Official curricula, educational policy, school curricula and timetables. Curricula as political, social, cultural texts and in context: critical analysis of official curricula from Cyprus, other countries and various institutions/bodies. Models of Developing and implementing curricula at the micro- and macro-level: philosophical orientations, aims and objectives; selection and organization of content; teaching approaches and learning activities; evaluation. Curriculum Evaluation: Approaches and Models; Curriculum development and teacher professional identity: teachers as reflective professionals, as researchers, as scientists, as artists. Curriculum reform, review, change and innovation. The hidden curriculum. School textbooks, educational materials and curricula.

EDU 412 Organization and Administration of the Educational System (6 ECTS)

The educational system and the development of educational theory. Concepts and theories related to leadership, motivation, decision making, communication etc. Educational administration topics in the Cyprus context. The structural characteristics of the Cyprus educational system and the main problems that relate to it. Contemporary trends in educational administration.

EDU 422 Greek Language Instruction II (6 ECTS)

The objective of this course is the critical approach and the in-depth understanding of core issues in language arts, placing emphasis on theoretical principles and practical implementations. In particular, the course aims in putting together contemporary approaches from language arts (critical literacy, genre based literacy) and principles from the area of educational linguistics and non-formal education, in order to prepare the students to create and design tasks and units in the wider context of literacy as a social practice.

EDU 424 Multimodality and Multiliteracies (6 ECTS)

The main purpose of the course is to familiarize preservice teachers' with the ways in which language, texts, and literacy are shaped in a changing communicational landscape. Specific objectives include: (a) the examination of the ways in which the notion of literacy is redefined in the context of new understandings of its complex and multifaceted nature, and in the emergence of new media and technologies; (b) the analysis of the notion of multimodality with an acknowledgement of the intersection of different semiotic modes and non-linguistic signs in meaning-making processes; and (c) the familiarization and employment of pedagogical frameworks, including the pedagogy of multiliteracies, which has been developed in response to the multimodality of modern texts and the increasing diversity of social contexts.

EDU 429 School Experience in Primary School III (20 ECTS)

The main purpose of the third phase of the school practicum program is to enhance students with experiences and skills for transforming pedagogical knowledge into practice and apply their multiple roles as teachers in the context of primary schools. Additionally, the program aims on developing students' confidence at the beginning of their careers as teachers. The main learning objectives are for student teachers' to:

- Observe school reality at all levels (instructional, operational, administrative, etc) and confront challenges and limitations at a school level.

Teach different contexts in several domains and attend all levels of instruction: designing, teaching and reflecting/evaluating.

EDU 435 Teaching Natural Sciences in Pre-Primary School (6 ECTS)

The course intends to help students:

Develop familiarity with a variety of approaches to teaching and learning in the Kindergarten with emphasis on helping children enrich their experiences with natural phenomena and interact verbally using observation and experimentation as a starting base.

Acquire experience with interaction with children in the early years in the context of activities relating to the natural and artificial environment.

Develop self-confidence in selecting and enacting activities with emphasis on free exploration of natural phenomena and on developing the attitudes and practices that are characteristic of the sciences.

Develop an interest in observing children and collecting evidence on learning of individual children and of children working in groups.

EDU 439 School Experience in Pre-Primary School III (20 ECTS)

The purpose of the School Experience III course is to enrich the students with experience and skills that will enable them to practically interpret pedagogical theories and transform the content of various curriculum subjects, in order to successfully employ the multiple roles of an early years' teacher.

EDU 444 Theory and Practice of Music (6 ECTS)

The study of the basic elements of music through a theoretical, auditory and practical approach. More specifically:

- a) Study of notation, melodic, rhythmic and expressive musical elements. Diatonic scales, intervals, chords, structure of music (phrase, period, part, forms).
- b) Basic knowledge of instrumentation.
- c) Development of *audiation* and listening skills, based on the understanding of rhythm and structure of melody.
- d) Introduction to techniques of orchestration (children's songs and instrumental pieces).
- e) Learning a second instrument (Guitar / Metallophone)
- (f) Developing vocal and conducting skills
- g) Use of appropriate software (eg MuseScore, Audacity)

EDU 445 Contemporary Trends in Music Education & Creative Approaches to Music Pedagogy (6 ECTS)

An introduction to basic philosophical, sociological and psychological dimensions of music pedagogy and, in general, new trends for music teaching.

- The main musical pedagogical approaches and their practical applications in primary school.
- Emphasis is placed on the music curriculum
- Essential principles of teaching music, organization and design of the music lesson are examined.

- Processes and techniques for teaching improvisation and composition in primary school
- Appropriate music compositions for primary school (Repertoire and Listening Maps)
- Pedagogical approaches of developing the listening skills.

EDU 452 Contemporary Trends in Art Education (6 ECTS)

The role of contemporary art in society and its relation to culture and the environment. Meanings and functions of images in contemporary culture and the role of visual culture in art education. New technologies (e.g. digital photography and/or video art) in art and new approaches. Methods and Strategies for art learning in and outside school (e.g. Museums and Galleries, Natural Settings and Public Spaces).

EDU 453 Art Education and Pedagogy (6 ECTS)

Art practices and theories concerned with interdisciplinarity, creativity, play and participatory art practices. Art Curriculum pedagogical principles, approaches, methods and strategies. Development of ideas, educational material and art activities appropriate for children in primary schools.

EDU 456 The Content of Physical Education (6 ECTS)

The course helps students to understand and examine closely the content of physical education in the primary school. Emphasis is placed on application of the content.

EDU 457 Methodology of Physical Education (6 ECTS)

The course examines, pedagogical effective skills of teaching in physical education; study of learning principles, effective approaches, teaching methods; planning and evaluation/assessment of student outcomes; analysis and application of ways of extending the program of physical education and incorporation of elements of professionalism in the lesson; methods that promote academic learning and development of positive attitudes and experiences for all children.

EDU 466 Learning Disabilities (6 ECTS)

This course is addressed to students who have already completed the introductory course entitled 'EDU 311: Introduction to Inclusive Education'. It is one of the three courses of the specialization route of Inclusive Education, but at the same time, it serves as an elective for students of Pre-Primary and Primary Education who are not enrolled in the specialization route of Inclusive Education. The course addresses the basic issues of learning disabilities (such as definitions, characteristics, assessment for teaching purposes and teaching techniques) and it focuses in developing skills for differentiation in the mainstream school class.

EDU 467 Difference and Exclusion (6 ECTS)

This course, the last of the specialism in inclusive education, places a special emphasis onto the self-image of the different child/person, and also onto the relationship

between his/her family and school. It aims to assess how this relationship between home and school can influence the child's educational process. In this effort, we use both academic and literary texts.

EDU 468 Special Needs in the Mainstream School (6 ECTS)

The course's main goal is to cover in depth matters of theory, policy and practice which have been touched upon in the compulsory introductory course. The course structure deals with the legislation, the policy and the decision making at state level, as well as the praxis at school level. To this effect we examine the main axes which influence inclusive education: the disabled person him/herself, the parents, the teachers, the peers, society and church. The course closes with a question about the future of inclusive education in Cyprus and internationally in the context of the global village.

EDU 473 Didactic of Numbers and Algebra in the Primary School (6 ECTS)

The emphasis of this course is on the ways of connecting arithmetic and algebra concepts in primary school by examining ways of algebrafying arithmetic. In addition, students will discuss teaching models, representations and practices used in the teaching of basic concepts in numbers and algebra. In particular, emphasis will be given on (a) contemporary teaching practices of natural numbers (examining the multiple concepts of numbers), (b) integers and teaching models of introducing negative numbers and (c) the need to extend numbers in primary school from the set of integer numbers to the set of rational numbers (fraction concept, decimal numbers, percentage and ratio, operations with rational numbers). Prospective teachers will examine the conceptual and algorithm approach of operations, ratios, percentages, proportional problems, divisibility concepts and the dimensions of algebraic thinking in primary school.

EDU 474 Critical, Creative Thinking and Assessment in Mathematics (6 ECTS)

The course will explore current approaches of critical and creative thinking in mathematics as well as ways in which these abilities can be developed through mathematics learning. In addition, prospective teachers will study current trends in mathematical problem solving and problem posing with particular emphasis on the development of mathematical reasoning, critical thinking and creativity. Furthermore, the course will focus more on students' assessment and on ways of incorporating assessment activities during teaching, by utilizing basic principles of formative assessment.

EDU 481 Christian Ethics and Modern World (6 ECTS)

The course aims to help the students to learn the understanding of Christian Ethics about the main existential questions of human being and the great problems of the modern world.

A': Orthodox Theology: God, human beings, nature. The social dimension of the Church. The moral development of human being. Self-knowledge, sociability, physical theory.

Education, art, technology. Politics, economy, work. Peace, justice, war. Globalization. Genetics, illness, death, resurrection.

B': Love, eros, sexuality. Conjugation. Parents and children. Marriage, community, society. Androcentrism, sexism. Feminism. The family today. Sexual education.

EDU 487 Teaching Physical education in Pre-Primary School (6 ECTS)

The course examines, pedagogical effective skills of teaching in physical education in early childhood education; study of learning principles, effective approaches, teaching methods; planning and evaluation/assessment of student outcomes; analysis and application of ways of extending the program of physical education and incorporation of elements of professionalism in the lesson; methods that promote academic learning and development of positive attitudes and experiences for all children in early childhood education.

EDU 488 Contemporary Dimensions of Biology Education (6 ECTS)

Course's main objective is students' familiarization with current educational approaches in the teaching of ecology and biology. Participants study common misconceptions on environmental and biological topics and discuss ways of incorporating them into teaching sequences. Course's emphasis is on the exploration of teaching approaches especially relevant to ecology and biology education, such as long-term experimental settings, field trips and outdoor studies, modelling and virtual learning environments. Finally, the course aims at giving to students a critical stance towards socio-scientific issues, nature of science issues and of ethical and social parameters of scientific practice.

EDU 489 Computer Science Applications and Modern Trends in Science Teaching (6 ECTS)

This course aims at introducing and familiarizing student teachers with ICT tools that have the potential to materialize and support learning in natural sciences. These ICT tools include communication tools, collaboration tools, data management and analysis tools, control of mechanisms and measurement tools, as well as computer programming environments for creating simulations, animations and models in general. Another objective of the course is to introduce and familiarize the student teachers with digital games and enable them to understand their potential as means for learning science. Students are expected to (i) devote time in learning and familiarizing themselves with each ICT tool, (ii) explore the potential added value of each tool in children's learning in the natural sciences, and (iii) integrate each tool in their curriculum and teaching materials. A third objective of the course, is to have the student teachers situate the aforementioned ICT tools in the constructivism and inquiry paradigm. The idea is to show to the student teachers how to provide guidance and proper scaffolding to their students when enacting constructivist, inquiry-based learning activities in science class.

SEMINAR - SENIOR THESIS

EDU 490 Seminar - Senior Thesis I (6 ECTS)

Planning and executing a study on a topic relevant to Education Sciences, under the guidance and supervision of a faculty member of the Department. The study may be based on empirical evidence and/or on a literature review.

EDU 491 Seminar - Senior Thesis II (6 ECTS)

Planning and executing a study on a topic relevant to education sciences, under the guidance and supervision of a faculty member of the Department. The study may be based on empirical evidence and / or on a literature review.

***Note:** Students, who choose to complete a Seminar Thesis, are exempted from two elective courses from any area of the programme of studies.*